

College of Arts and Sciences  
 School of Business • School of Nursing  
 School of Engineering

*bachelor of arts*

*american studies*

*communication*

*economics*

*engineering*

*english*

*history*

*international studies*

*modern languages*

*and literatures*

*philosophy*

*politics*

*psychology*

*religious studies*

*sociology*

*and anthropology*

*visual and performing arts*

*associate in engineering*

*bachelor of science*

*accounting*

*biology*

*chemistry*

*computer science*

*computer systems engineering*

*economics*

*electrical engineering*

*finance*

*information systems engineering*

*international studies*

*management*

*marketing*

*mathematics*

*mechanical engineering*

*neuroscience*

*nursing*

*physics*

*psychology*

# INFORMATION DIRECTORY

## Undergraduate Admission

Dean of Admission  
Bellarmine Hall

## Undergraduate Financial Aid

Director of Financial Aid  
Bellarmine Hall

## Vice President for Student Services

Dolan Hall

## Fees

Accounting, McAuliffe Hall

## Transcripts

University Registrar, Canisius Hall

## Alumni Programs

Director of Alumni Relations  
Southwell Hall

## Academic Vice President

Canisius Hall

## College of Arts and Sciences

Dean, Canisius Hall

## School of Business

Dean, School of Business

## School of Nursing

Dean, School of Nursing

## School of Continuing Education

Dean, Dolan House

## Graduate School of Education and Allied Professions

Dean, Canisius Hall

## School of Engineering

Dean, McAuliffe Hall

## Summer Sessions

Coordinator, Dolan House

## President

Bellarmine Hall

## Vice President for Administration

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## Vice President for Advancement

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FAIRFIELD  
UNIVERSITY  
UNDERGRADUATE  
CATALOG  
1998-1999

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# Accreditation

Fairfield University is accredited by the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England States. Accreditation by one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

In addition, the Graduate School of Education and Allied Professions is accredited by the State of Connecticut Department of Education, which has approved the education program for teacher certification at secondary levels and the graduate programs which lead to certification in specialized areas of education.

The chemistry program of the College of Arts and Sciences is approved by the American Chemical Society.

The School of Business is accredited by the AACSB (The International Association of Management Education, formerly the American Assembly of Collegiate Schools of Business.)

The State of Connecticut Department of Higher Education has granted full accreditation to the Master of Business Administration and Master of Science in Financial Management programs in the School of Business.

The School of Nursing has been accredited by the National League for Nursing and approved by the Connecticut Department of Higher Education and by the Connecticut State Board of Examiners for Nursing.

The Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology (ABET) has granted accreditation to the Bachelor of Science degree program in Electrical and Mechanical Engineering offered at the School of Engineering of Fairfield University.

The University holds memberships in the National Association of Independent Colleges and Universities, American Council for Higher Education, American Association of Colleges and Universities, American Association of Colleges for Teacher Education, American Council on Education, Association of Jesuit Colleges and Universities, Connecticut Association of Colleges and Universities for Teacher Education, Connecticut Conference of Independent Colleges, Connecticut Council for Higher Education, National Catholic Educational Association, National League for Nursing, and Northeast Business and Economic Association.

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The provisions of this bulletin are not to be regarded as an irrevocable contract between Fairfield University and the student. The University reserves the right to change any provision or any requirement at any time.

Fairfield University admits students of any sex, race, color, marital status, sexual orientation, religion, age, national origin or ancestry, disability or handicap to all the rights, privileges, programs, and activities generally accorded or made available to students of the University. It does not discriminate on the basis of sex, race, color, marital status, sexual orientation, religion, age, national origin or ancestry, disability or handicap in administration of its educational policies, admissions policies, employment policies, scholarship and loan programs, athletic programs, or other University-administered programs.

Fairfield University complies with the Family Educational Rights and Privacy Act of 1974 (also known as the Buckley Amendment) which defines the rights and protects the privacy of students with regard to their educational records. A listing of records maintained, their location, and the means of reviewing them is available in the Office of Student Services. The University is in compliance with the Student Right to Know and Campus Security Act (PL 103-542). Graduation reports are available upon request from the offices of Admission and Registrar.



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Chemistry	Honors Program	French / German /	Studies
(and Biochemistry)	International Studies	Italian / Japanese/	Sociology and Anthropology
Communication	Italian Studies	Russian / Spanish	Visual and Performing Arts
Computer Science	Judaic Studies	Neuroscience	Art History /
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# The Mission of Fairfield University

Fairfield University, founded by the Society of Jesus, is a coeducational institution of higher learning whose primary objectives are to develop the creative intellectual potential of its students and to foster in them ethical and religious values and a sense of social responsibility. Jesuit education, which began in 1547, is committed today to the service of faith, of which the promotion of justice is an absolute requirement.

Fairfield is Catholic in both tradition and spirit. It celebrates the God-given dignity of every human person. As a Catholic university it welcomes those of all beliefs and traditions who share its concerns for scholarship, justice, truth, and freedom, and it values the diversity which their membership brings to the university community.

Fairfield educates its students through a variety of scholarly and professional disciplines. All of its schools share a liberal and humanistic perspective and a commitment to excellence. Fairfield encourages a respect for all the disciplines — their similarities, their differences, and their interrelationships. In particular, in its undergraduate schools it provides all students with a broadly based general education curriculum with a special emphasis on the traditional humanities as a complement to the more specialized preparation in disciplines and professions provided by the major programs. Fairfield is also committed to the needs of society for liberally educated professionals. It meets the needs of its students to assume positions in this society through its undergraduate and graduate professional schools and programs.

A Fairfield education is a liberal education, characterized by its breadth and depth. It offers opportunities for individual and common reflection, and it provides training in such essential human skills as analysis, synthesis, and communication. The liberally educated person is able to assimilate and organize facts, to evaluate knowledge, to identify issues, to use appropriate methods of reasoning, and to convey conclusions persuasively in written and spoken word. Equally

essential to liberal education is the development of the aesthetic dimension of human nature, the power to imagine, to intuit, to create, and to appreciate. In its fullest sense liberal education initiates students at a mature level into their culture, its past, its present, and its future.

Fairfield recognizes that learning is a lifelong process and sees the education which it provides as a foundation upon which its students may continue to build within their chosen areas of scholarly study or professional development. It also seeks to foster in its students a continuing intellectual curiosity and a desire for self-education which will extend to the broad range of areas to which they have been introduced in their studies.

As a community of scholars, Fairfield gladly joins in the broader task of expanding human knowledge and deepening human understanding, and to this end it encourages and supports the scholarly research and artistic production of its faculty and students.

Fairfield has a further obligation to the wider community of which it is a part, to share with its neighbors its resources and its special expertise for the betterment of the community as a whole. Faculty and students are encouraged to participate in the larger community through service and academic activities. But most of all, Fairfield serves the wider community by educating its students to be socially aware and morally responsible persons.

Fairfield University values each of its students as an individual with unique abilities and potentials, and it respects the personal and academic freedom of all its members. At the same time it seeks to develop a greater sense of community within itself, a sense that all of its members belong to and are involved in the University, sharing common goals and a common commitment to truth and justice, and manifesting in their lives the common concern for others which is the obligation of all educated, mature human beings.

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**AN  
OVERVIEW  
OF  
FAIRFIELD  
UNIVERSITY**

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# An Overview of Fairfield University

***Fairfield has a proud tradition of learning.*** When Fairfield was chartered in 1942, it became the 26th institution of higher learning operated by the Jesuit Order in the United States and the inheritor of a tradition of learning and scholarship that dates back to 1540 when St. Ignatius Loyola founded the Society of Jesus (the Jesuits) on the principle of active service in the world.

From that time, many Jesuits chose education as their field of service. A basic Jesuit principle, the striving for excellence, led them to create schools that have become renowned for academic quality. A Jesuit education has come to mean a high standard of academic discipline within Judeo-Christian values.

Our students are selected without regard to sex, race, color, marital status, religion, age, national origin or ancestry, disability or handicap. This diversity acts as a stimulus to your education and gives you an oppor-

tunity to make friendships that will broaden your horizons and enrich your life.

A still greater influence on your life will be your professors, who exhibit an even wider diversity than do the students. Although Fairfield is a Jesuit university, the majority of 189 full-time faculty are lay persons who represent many faiths and creeds. Both lay and Jesuit, the faculty hold degrees from over 75 American and European colleges and universities, and 90% of them hold the highest degree available in their discipline. Many have had practical experience in various careers and professions before becoming teachers. Almost without exception you will find them eager to sit with you and talk about your academic progress or your personal problems. An important aspect: *Fairfield has no graduate students who teach in any of its colleges or schools.*

Although our students and faculty have varied backgrounds, they have come to Fairfield because they share common goals: the striving for excellence in every area of life; the commitment to intellectual honesty, discipline, and inquiry; the ideals of a liberal education; the expression of Christian values through concern for and service to others. They are, in other words, the living embodiment of a tradition of learning 450 years old.





**Fairfield offers a quality academic program.** The goal of a Fairfield education is to develop the whole person, and we believe that a liberal education can achieve this goal because it exposes you to the whole of learning.

The University has created a core curriculum for all students in all undergraduate schools. It includes from two to five courses in each of these areas:

- *Mathematics and Natural Sciences*, to acquaint you with both mathematical logic and the workings of the physical world;
- *History and the Social and Behavioral Sciences*, to give you a knowledge of the past, a contemporary social awareness, and a sense of civic responsibility;
- *Philosophy and Religious Studies*, to help you to a clear knowledge of ultimate religious, philosophical, and moral values;
- *English and The Visual and Performing Arts*, to develop the habits of logical thinking and accurate expression, and to give you an understanding of human nature through literature, drama, music, and art;
- *Modern and Classical Languages*, to provide an insight into other cultures and other modes of expression and thought.

Within the framework of these five areas, you have a number of options. The requirement in Philosophy and Religious Studies, for example, includes two courses in religion. But you can choose to examine your own spiritual heritage or the beliefs of others; your courses can be as general as Religion and Psychology or as specific as The Writings of Paul. You will find enough options like this so that fulfilling the requirements becomes a stimulating and enjoyable experience while providing the breadth of knowledge necessary for your further studies, and for life as a well-educated human being.

As a partner in planning your academic program, you will have a faculty advisor. In your freshman year your advisor will be assigned from the faculty at large; in later years, he or she will be a professor in your major field. If you want to enter professional or graduate school, your advisor will be someone who is knowledgeable in the admission requirements of those institutions and who can help you plan a course of study that will further your professional goals.



Although Fairfield has some 2,900 undergraduate students, it is organized as a grouping of small divisions under a larger intellectual umbrella. This enables us to combine the intimacy and the personal attention that are the strengths of a small college with the advantages of a university. Your classes will be relatively small, especially in your junior and senior years, and they will be taught by professors who give time to your individual instruction. But you will also find that the full resources of the University are at your command whenever you need them.

The University has six schools: the College of Arts and Sciences; the School of Business; the School of Nursing; the School of Continuing Education; the BEI School of Engineering; and the Graduate School of Education and Allied Professions. In addition to courses offered during the year, these schools also offer courses during the summer.

**The College of Arts and Sciences**, the oldest and largest of Fairfield's five schools, offers three degrees, Bachelor of Arts, Bachelor of Science, and a Master of Arts in American Studies.

If you wish to earn a Bachelor of Arts degree in the College of Arts and Sciences, you may major in American studies, communication, economics, English, history, international studies, modern languages and literatures (French, German, Spanish), philosophy, politics, psychology, religious studies, sociology/anthropology, or visual and performing arts.

On the other hand, if you wish a Bachelor of Science degree, you may major in biology, chemistry, computer science, economics, mathematics, neuroscience, physics, or psychology.

Students are encouraged to select a major at the end of their first year if they have not already done so.

If you are unsure of your career direction, and many students are, you may discuss the possibilities with your faculty advisor, with other professors, or with a career counselor in our Career Planning Center. Selecting a major is not an irrevocable decision. The academic program at Fairfield is flexible enough to allow you to change to another field if you find your first choice was not the right one.

Within each major field of study, the College of Arts and Sciences offers an exceptionally wide range of courses, from introductory studies to highly specialized courses for upperclass students. And within every major field there is an opportunity for independent study and research that can carry you far beyond the normal limits of traditional courses. Double-majors and minors may be arranged for students interested in combining the skills and perspectives of two disciplines.

**The School of Business** was established in 1978, having been for 31 years of the University's existence the Department of Business Administration. Its establishment reflected the increasing number of students majoring in a business discipline, and the diversity of courses being offered. A Master of Science program in Financial Management began in 1981; the Certificate Program for Advanced Study in Finance was initiated in 1984; and a Master of Business Administration program was introduced in 1994. The School of Business received full accreditation by the AACSB (The International Association for Management Education, formerly American Assembly of Collegiate Schools of Business) on March 6, 1997.

In keeping with the mission of Fairfield University, the School of Business is committed to preparing students for leadership success in their personal and professional lives in the Jesuit tradition of educating the "whole" person who is socially responsible and prepared to serve others.

The programs and curricula of the School of Business are directed at a diverse population of students. Through innovation and the integration of the many disciplines of the arts and sciences with the areas of commerce, its programs encourage the acquisition of interdisciplinary knowledge, personal skills and awareness, and technical competencies necessary in our increasingly complex, diverse, and sophisticated world.

The School of Business emphasizes excellence in the classroom, scholarly research, and the application of concepts to the world of business, and it:

- strives to attend to, and develop, each student to his/her fullest potential in accord with his/her needs, talents and goals. This requires a commitment to teaching the "whole" person and a recognition that excellence in teaching is our number one priority.
- strives through its graduate and undergraduate programs to be recognized by the business and educational communities as one of the best, if not the best, of any small comprehensive university in the nation, serving students in both programs that have been selected for their high intellectual and leadership capacities, and who are likely to make outstanding contributions to the world of business within the philosophy of the Jesuit tradition.
- fosters excellence in its faculty, curricula, staff, and facilities and programs through the devotion of resources to instructional development, and faculty and staff development to enhance the learning processes of our students and maximize the potential of our facility and staff.
- strives to serve the expectations and needs of its stakeholders, internal and external, by continuously reviewing, evaluating and changing its mission, goals, programs, curricula, resource bases, intellectual contribution, and overall activity.
- strives to create within its students and community an understanding and appreciation of the interrelationships of our business, legal, social, and cultural systems through teaching, internships, faculty and student exchange programs, and resource networks so that they are prepared to meet the challenges of the global village in a socially responsible manner.



- seeks to create a community of scholars, faculty and students, dedicated to understanding, and responding to, the needs of organizations and institutions; to create outstanding academic programs that foster the development of humane and ethical organizations; while concomitantly adding to the intellectual capital of the academy through the application of basic and applied research.
- strives to maintain an appropriate balance of faculty in each discipline area within the school to serve the programs offered to satisfy stakeholder needs; maintain a balance of teaching, intellectual contribution and service within each discipline area consistent with the excellence articulated in its mission; and create a faculty development system consistent with achieving excellence in instructional development and intellectual contribution.

The status of Fairfield County as a major corporate headquarters area provides the opportunity for you to observe corporate operations first hand. The Center for Financial Studies, a conference center for management education, established by the National Council of Savings Institutions and Fairfield University, provides the School of Business with an outstanding facility for presenting a variety of programs and seminars.

As a student in the School of Business, you will be working toward the degree of Bachelor of Science in one of the offerings of the school. You will take the same core curriculum required of all other undergraduate students. In addition, you will take a business core curriculum of subjects which provide an introduction to the fields of accounting, statistics, legal environment of business, organizational behavior, production and operations, business ethics, international business, finance, computer-based information systems, and marketing. A capstone course in business policies completes the student's business studies.

The balance of your program will depend upon your major, which may be selected from one of six areas: accounting, finance, information systems, management, marketing, or international studies. Working with your faculty advisor, you will plan a curriculum that best suits your career goals.

The optional senior-year internship is a feature of the School of Business. These internships are undertaken for credit, and sometimes for pay. The student's progress is monitored by both an on-the-job supervisor and a faculty member. The presence of a large number of corporate offices in the area gives you some highly unusual and rewarding opportunities for internships. In addition, internship opportunities abroad are available to selected students.



**The School of Nursing**, founded in 1970, is fully accredited by the National League for Nursing, the Connecticut State Board of Nurse Examiners, and the State of Connecticut Department of Higher Education. The four-year program leads to a Bachelor of Science degree with a major in nursing. The School also offers a Master of Science program in Nursing, instituted in 1994.

The goal of the undergraduate program is to prepare you for the first level of competent and compassionate professional nursing. Throughout the program you will be exposed to nursing practice in a variety of clinical and health care delivery settings and systems. The graduate program prepares nurse-practitioners for family practice and mental health clinical specialists.

On-campus nursing classes are held in a modern building that features a tiered lecture-demonstration room with projection facilities, a nursing resource center where you will become familiar with the most common techniques, equipment, and media- and computer-assisted learning in the field.

Admission to the School of Nursing is selective. You must be capable of completing an academic program in the humanities, mathematics, social sciences, and natural sciences as well as the rigorous nursing program. Graduates who meet the state statutory requirements are eligible to take the State Board of Nursing licensure examinations. These regulations are available in the School of Nursing office.

Like all other undergraduate students of Fairfield, you must complete the core curriculum. In addition, you will take required courses in chemistry, biology, psychology, and sociology.

Classroom instruction for undergraduates in nursing theory and clinical skills begins in your first year and continues throughout the undergraduate program. With each passing year clinical work will increase until, by the time you are a senior, a significant portion of your time is spent in the nursing major, which includes clinical practice as well as the theory component. To ensure that you get the breadth and depth of clinical experience you need, the school has associations with many facilities including private hospitals, a veterans hospital, clinics, outpatient departments, rehabilitation centers, public health departments, and long-term care facilities.

Classroom and clinical instruction in the graduate program takes place primarily on Thursday evenings and Fridays. The program is 45 credits and takes two calendar years to complete. Graduates are eligible to

take professional certification examinations after graduation. Information on this program is available in the School of Nursing.

**The School of Continuing Education** is committed to a curriculum that enhances personal growth and professional development, and to a flexibility which permits adults with job, civic and family responsibilities to continue their education part time. Its bachelor degree programs are extensions of the curricula of the College of Arts and Sciences, and the Schools of Business and Nursing, geared to the needs of the adult learner. In carrying out the University's commitment to lifelong learning, it provides short-term skill-oriented career entry programs, and professional improvement courses and workshops in a variety of career fields.

**School of Engineering** offers engineering degrees to part-time evening students. Areas of study include electrical engineering, mechanical engineering, manufacturing engineering, and computer and information systems engineering.

**The Graduate School of Education and Allied Professions** provides Master's and Certificate of Advanced Study (C.A.S.) programs for the certification and advancement of teachers, administrators, counselors, and other professionals in the field of education. A broad selection of graduate courses is offered late afternoons, evenings, and weekends for individuals seeking to begin or complete degree requirements.

**Summer Sessions:** During the summer the University offers a wide range of graduate, undergraduate, and professional development courses. Day and evening courses within five sessions of different length and intensity are provided to help students plan a flexible schedule for the summer. The University's aim is to serve the needs of its own students, those from other schools who find themselves here for the summer, and residents in the community seeking professional or personal growth.

**Fairfield offers the opportunity for practical experience.** Fairfield recognizes that today's student wants and needs practical experience, both through the use of equipment and through opportunities to participate in on- or off-campus programs.

In almost every science department, the University has used grants from the National Science Foundation, the Nuclear Regulatory Commission, and NASA to make sizable investments in sophisticated equipment. This equipment is not reserved just for professors or graduate students. Every student — at every level — has access.



The University goes far beyond merely making equipment available. Many academic programs require that you get "on-the-job" experience. Internships and work experiences for credit are options you can exercise in many departments. Your studies can range even further afield through the Washington Semester at American University (for economics and politics majors), the Washington Center for Learning Alternatives (for majors in many fields), and study abroad.

Of course, you do not have to leave campus to get experience in your field. In any major, you may pursue independent study. Working with your faculty advisor, you will select a subject in a particular area, and then move ahead at your own pace with this original research.

We think you will find that your practical experience will give you a decided advantage when you apply for admission to graduate or professional school or when you interview for a job.

**Nyselius Library:** One important tool you will use extensively is the Nyselius Library. Open access to the more than 285,000-volume stacks, the equivalent of 65,000 volumes in microform, and over 1,800 journals and newspapers helps to keep faculty and students informed on new developments in all fields. The refer-

ence department offers interlibrary loan, on-line and CD-ROM bibliographic search services, access to the World Wide Web, e-mail and Internet. There are hundreds of individual carrels to give you semi-private study space as well as group study rooms. The Library's media department contains video and audio cassettes, compact disks, and other audiovisual materials, as well as equipment for their use.

**Fairfield is a pleasant learning environment.** The University is located in America's academic corridor, that short expanse from New York City to Boston that contains the world's largest concentration of colleges and universities. This location provides you with access to the cultural, recreational, social, and intellectual programs of hundreds of other institutions of higher learning. The town of Fairfield itself (population approximately 55,000) is about an hour from New York City and three hours from Boston, and it is primarily a residential community whose citizens enjoy an excellent relationship with the University.

Fairfield's 200-acre campus is among the most beautiful in the country. Created from three private estates, it retains a gracious, tranquil atmosphere. There are many wooded areas, lawns, gardens, pleasant walks, and broad views of the blue waters of Long Island Sound.



If you are a resident student, you will live in one of eight modern residence halls, in comfortably furnished rooms designed for two. Residence halls are coed (with men and women living on alternate floors or in alternate wings). Rooms off campus in private homes also are available. Juniors and seniors also have the option of living in the University's new townhouses, which are four- and six-person apartments on the edge of campus.

The Barone Campus Center is the social focal point for all segments of the University community. Here you will find The Grind snack bar, post office, conference rooms, student lounges, bookstore, ATM machine, coffee house, and the student and faculty dining areas. The facilities are also available for art exhibits, cultural events, and distinguished speakers. The Levee, a pavilion for student dances and other social events, was opened in 1995.

The Regina A. Quick Center for the Arts, with a 750-seat theatre, smaller experimental theatre, and an art gallery, opened in the spring of 1990 and provides the main spaces for cultural events. Drama, music, lectures and exhibitions all are presented at the center.

The PepsiCo Theatre was renovated in 1994 and provides another venue for theatre and dance in an intimate setting.

The Egan Chapel of St. Ignatius Loyola, a symbol of the University's Catholic heritage, opened in the fall of 1990. It also provides the meeting and work spaces for an active Campus Ministry.

Fairfield's spacious campus allows plenty of room for outdoor playing fields, all-weather tennis courts, and informal recreation areas. When the practice requirements of varsity sports teams threatened to monopolize the Gymnasium, the University built a Recreational Complex to provide even more indoor athletic facilities — swimming pool, jogging track, indoor tennis courts, handball courts, and more — for students who want to participate in sports for their own enjoyment.

***Fairfield offers a varied student life.*** Everything about your college years can be part of your total learning experience — learning to get along with new people, learning to develop new interests, learning to be a good leader (or equally as important, to be a good team member), learning to make your own decisions and then accepting the responsibility for them, and learning to live your own life.

If you are a resident student, you will do a lot of this kind of learning in your residence hall. Fairfield's residence halls are largely self-directed, with the members of each unit deciding many of their own rules and activities. You can also participate fully in the life of the University as a commuter. A significant percentage of Fairfield's undergraduate students commute; we make the same effort to respond to their needs as we do for the resident students.

Commuter or resident, you will be a member of the Fairfield University Student Association. FUSA represents the student viewpoint to the other sectors of the





University community, sponsors student-operated events, rules on student infractions of University policies, and provides student entertainment for the academic year. Becoming actively involved in FUSA will give you a chance to test your leadership ability and to take part in decisions that affect the University as a whole.

Student government is only one facet of the rich and varied campus life at Fairfield. Among others are:

*Student Activities:* You can join clubs that reflect your academic interests and non-academic interests, or let you enjoy a variety of pursuits from singing to watching films to skiing. If you are talented in music or drama (or if you would like to find out whether you have talent), there are glee club classical and jazz ensembles and a drama group; for budding journalists and broadcasters, there are a magazine, newspaper, yearbook, student-run television station, a Media Center and campus radio station. Many of our students feel that they can best express themselves in service to others; there are a number of community service organizations on campus.

With numerous student organizations, chances are good that you can find several that reflect your own interests. If not, and if there are enough other students with the

same interest, you'll probably get approval to start your own organization.

*Athletics:* Regardless of your athletic ability or level of interest in athletics, Fairfield has a sports program for you. As a National Collegiate Athletic Association (NCAA) Division I school, we provide three types of organized athletics: varsity sports, club sports, and intramurals.

Varsity sports for men include baseball, basketball, cross-country, football, golf, ice hockey, lacrosse, soccer, swimming and tennis. Women's varsity sports include basketball, crew, cross-country, field hockey, golf, lacrosse, soccer, softball, swimming, tennis and volleyball. Fairfield University is a charter member of the Metro Atlantic Athletic Conference.

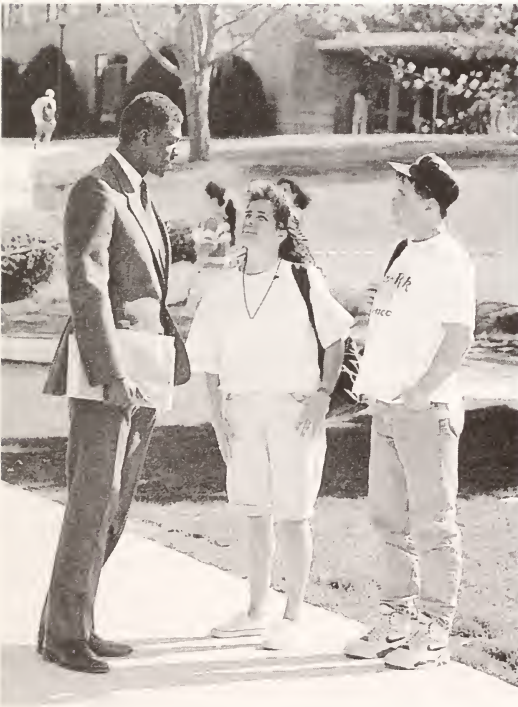
Club sports for men and women include cheerleading, men's crew, equestrian, karate, men's and women's rugby, skiing, track and men's volleyball.

Intramural sports include 3-on-3 basketball, 5-on-5 basketball, flag football, floor hockey, indoor soccer, outdoor soccer, outdoor and indoor volleyball, racquetball, softball, three-point contests and walleyball.

The Recreation Department also organizes numerous intramural activities in team and individual sports. These include flag football, volleyball, inner tube water polo, basketball, softball, soccer, tennis and racquetball. In addition, instruction is offered at the Recreational Complex in aerobics, dance, swimming, scuba, water safety, lifesaving, weight training, and tennis.

*Cultural Life:* Together, the University, academic departments, FUSA, and student organizations bring to campus a variety of performers, entertainers, and lecturers throughout the year. But with Fairfield's location, culture is not limited to the campus. On any weekend, and even during the week, you may find students going to Yale University cultural programs in New Haven, heading for Boston or New York, or attending activities at any of the 35 colleges and universities that are within an hour's drive of the Fairfield campus.

*Religious Life:* Your participation in religious life is completely up to you. Perhaps because participation is optional, Fairfield has a very active Campus Ministry, which has offices in the Chapel and Pedro Arrupe, S.J. Campus Ministry Center. A full-time staff of 3 Jesuits and two laywomen, assisted by a large group of active students, fosters retreats and prayer services, presents seminars on religious and social concerns, and coordinates social response and community involvement. The Campus Ministry team also provides a caring response to students who seek spiritual direction and counseling.





The Campus Ministry team can also refer you to local churches and synagogues.

***Student Services:*** Fairfield University provides a number of other advisory services. Its Career Planning Center helps students examine various career fields and relate them to their respective interests, capabilities, and career goals. The Center maintains a directory of off-campus jobs for students who need additional income and also facilitates on-campus interviewing with various corporations and agencies.

A tutorial program is offered through the Office of Student Academic Support Services to students who are having difficulty in their academic courses. Students are tutored by fellow students who are academically exceptional in a particular major. As part of this same program students are encouraged to meet with their professors whenever they are having academic difficulty.

The University's Student Health Center has nurses on duty around the clock, seven days a week. One of three physicians staff the health services every weekday morning and is on call at all other times. Specialists in all fields of medicine are readily available. A student who becomes seriously ill can be admitted to St. Vincent's Hospital in Bridgeport, just minutes from campus. A staff of professional counselors and psychologists offers both confidential personal discussions and psychological tests to assess strengths and weaknesses.

***Fairfield offers a chance to achieve.*** Even before your first college class, you will probably begin to think about what you will do after you leave. If you have a definite career in mind, you want an academic program that will best prepare you. If you are undecided, you want guidance in exploring career fields and in matching your talents and interests to jobs within those fields. Either way, Fairfield offers expert help.



The Career Planning Center's Career Information Library offers both general information on the nature of various careers and specific data on the current job market. When you are ready to start looking for a position, there may be workshops in resume writing and the techniques of being interviewed. Finally, the Center keeps abreast of needs in all fields of employment, and either arranges interviews for seniors or notifies qualified students of job openings.

The University also has an enviable record in placing its graduates in professional schools. Fairfield's record in placing applicants to medical, dental, law, and graduate schools is impressive. Between 80 and 90% of Fairfield's applicants to law and medical schools gain admission. Fairfield cannot guarantee you a career — no college can. But Fairfield can guarantee you the quality of academic preparation that will make you a desirable candidate for employment, or for professional or graduate school.

***Fairfield offers a quality education at a reasonable cost.*** The Fairfield Board of Trustees, the administration and the faculty constantly strive to hold the cost of a college education at a reasonable level without cutting corners on quality. As a result, the cost of a

Fairfield education is competitive with that of any private institution in the New England area. For the 1998-99 academic year, tuition will be \$18,800. Room and board will be \$7,234 and the townhouse fee \$5,752.

Because the University recognizes that these costs — plus other necessary expenses for books, supplies, travel, and personal needs — can create a sizable burden for many families, Fairfield administers a comprehensive financial aid program. Most financial aid is provided in a "package" — a combination of scholarships, grants, loans, and on-campus employment. About 65% of Fairfield's undergraduates receive such a package combining all these forms of financial assistance.

The University suggests that the best way to get an understanding of Fairfield — its academic programs, its exceptional faculty, its well-equipped and attractive campus, its admissions and financial aid programs — is to visit the campus. A tour and personal interview are strongly recommended. For an appointment, write or call the Admissions Office, Fairfield University, Fairfield, Connecticut 06430-5195, phone (203) 254-4100.





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**EDUCATIONAL  
POLICIES  
AND  
GENERAL  
REGULATIONS**

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# Educational Policies and General Regulations

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## Introduction

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### Philosophy of Education

Fairfield University has, as its primary objective, the development of the creative intellectual potential of its students within a context of religious commitment.

Fairfield believes in the particular excellence of a liberal education. In an effort to achieve this objective, it requires each student to take courses from five areas of knowledge: mathematics and natural sciences, history and the social and behavioral sciences, philosophy and religious studies, English and the arts, and modern and classical languages. Thus assured of a basic, well-rounded education, students are free to pursue a major field of study in preparation for scholarly or professional pursuits.

To assist the student in the quest for truth, the University promotes dialogue between teacher and student, between student and student, between teacher and teacher. This dialogue takes place in an environment of absolute freedom of inquiry.

### The Faculty and Faculty Advising

All members of the faculty share personally and actively in the responsibility for providing students with educational, career, and personal guidance. One of the hallmarks of a Jesuit education is the personal interest each professor takes in students; the professor tries to know each individual student's strengths and weaknesses. This tradition is basic to Fairfield. Classes are not large, and there are ample opportunities for close student-teacher relationships. Members of the faculty make themselves available for informal discussions, advice, and encouragement well beyond their published office hours.

During the orientation program for first-year students and transfers, each student is assigned to a faculty advisor. In subsequent years, depending upon the student's major and career interests, the first advisor will be replaced by a professor in the student's field of academic interest. The faculty advisor will be available to meet regularly with the student, offer appropriate counsel, watch the student's progress, and, in general, help him or her adjust to college life.

Students who plan to enter professional or graduate school after graduation from Fairfield are referred to faculty who are knowledgeable about specific professions and graduate schools. Those faculty will offer advice and will assist students in the application for admission and the attainment of scholarships and fellowships to professional and graduate schools.

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## Normal Academic Progress

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### The Academic Year

The academic year begins in early September and ends in late May, with recess periods at Christmas and in the Spring. It is divided into two semesters, each extending over a period of about 14 weeks. The semester hour is the unit of instructional credit.

The class day begins at 7:45 in the morning and is divided into class periods of 50 or 75 minutes and laboratory periods of 100 minutes.

### Full-Time Status

The normal course load for a matriculated student is five courses per semester, equivalent to 14—19 credit hours. To maintain full-time status a matriculated student must be registered for a minimum of 12 credit hours each semester.

### Class Ranking System

Student rank is based on total credit hours completed and recorded.

Class	Credit Hours Earned	Year
First Year	0 through 29	1
Sophomore	30 through 59	2
Junior	60 through 89	3
Senior	90 through 120	4

## Degree Requirements

At the time of graduation, a student will normally have earned at least 120 credits and completed at least forty 3 or 4 credit courses. However, no simple accumulation of credits is sufficient — in itself — to qualify for a degree from Fairfield University. Rather, the student is expected to have completed with success all of the assigned courses that constitute the curriculum of his or her choice. As explained in the next chapter, that curriculum consists of courses that fall into the required categories of core curriculum, major, and electives plus the optional categories of second major, minor, and concentration. Furthermore the student must have a minimum GPA or grade average of 2.0 ("C") or better both overall and in his/her major. Finally, students must abide by the terms of the residency requirement explained below.

**Note:** A maximum combined total of 6 credits earned in 1 credit or 2 credit music courses (e.g., chamber singers, jazz ensemble, private lessons) may be applied to meet graduation requirements. All additional credits earned through such coursework are considered supplementary work; they do not normally count toward the satisfaction of overall graduation requirements.

## Residency Requirement

To merit a Fairfield University degree, at least 60 credits must be taken at Fairfield. This includes the last 30 semester credits immediately preceding graduation which must be earned in Fairfield University coursework.

## Registration Requirement

All matriculated full-time undergraduate students must register for classes by December 1 for the following spring semester and by May 1 for the following fall semester.

If a student is not registered by these dates, the University will presume him or her to be withdrawn at the end of the current semester. At that time all residence hall and financial aid commitments will be terminated.

## Graduation Date

Diplomas are awarded in January, May, and August. All students who have been awarded diplomas within the year are invited to participate in the May graduation ceremony.

## Grading System

### Academic Grades

The quality of a student's performance in coursework is graded according to the following official marks: A,B,C,D,F. These marks have the following meanings:

- A — Outstanding achievement
- B — Superior level of achievement
- C — Acceptable level of achievement with course material
- D — Minimal achievement, but passing
- F — Unacceptable level of achievement; course must be repeated to obtain credit

A plus (+) may be added to grades of B or C to indicate work performed at the top of that range.

A minus (-) may be added to grades A, B, or C to indicate work performed below that range.

A semester's grade normally will be determined according to the following procedure:

The semester's work (examinations, quizzes, recitations, and out-of-class assignments) will establish approximately two-thirds of the grade, the final examination establishing approximately one-third of the grade. If a professor chooses a method other than the established procedure, the following criteria must be met:

- a) The students must be informed in writing at the beginning of the semester as to the procedure in determining the grade for the course.
- b) A memorandum must be submitted in writing to the departmental chair and the appropriate Dean at the beginning of each semester.

In addition to the foregoing academic grades which indicate the quality of student performance, the notations "I" (Incomplete) or "W" (Withdrawal) may appear on a student's grade report.

### Incomplete

An "I" (Incomplete) is issued when, due to an emergency situation such as illness, a student prearranges with the professor to complete some of the course requirements after the semester ends. All course work must be completed within 30 days after the beginning of the next regular semester. Any "Incompletes" still outstanding after the 30-day extension will become "Failures."

## Withdrawal from Courses

Fairfield University desires to see all undergraduate students make normal progress toward graduation. For full-time students, the normal rate of work is defined as five courses per semester, each bearing 3 or 4 credit hours. Some courses, notably one-credit music courses and science labs, do not contribute toward this calculation of a normal course load or progress toward graduation; they are considered as supplementary work. The minimum rate of work for full-time students is four courses (minimum 12 credit hours) per semester. Students who wish to withdraw from a course after the initial add/drop period may do so through the end of the seventh week of the semester (or by the mid-point of the term in the case of accelerated or other unusual terms) provided that (a) the student's academic dean, in consultation with the course instructor, finds withdrawal to be in the student's best interest and (b) the student remains enrolled in a minimum of 12 credit hours. After the seventh week of the semester (or mid-point of other terms), course withdrawal will be granted only in highly unusual circumstances, such as a health emergency. Withdrawal after the seventh week will not be permitted simply to prevent receipt of a grade that might not meet the student's satisfaction. In all cases, if withdrawal is granted, the University Registrar will record a grade of "W" (withdrawal) on the student's permanent record. To initiate a request to withdraw from a course, a student must complete a "Course Withdrawal Form" and meet with his/her academic dean.

## Quality Point Value

The official mark or final letter grade earned in a course is assigned quality points. The quality points per credit hour and numerical equivalency for letter grades are as follows:

	<i>Quality Points</i>	<i>Numerical Equivalent</i>
A	4.00	93-100
A-	3.67	90-92
B+	3.33	87-89
B	3.00	83-86
B-	2.67	80-82
C+	2.33	77-79
C	2.00	73-76
C-	1.67	70-72
D	1.00	60-69
F	0.00	0-59

Each semester's course grades are computed into a weighted average. To determine a weighted grade point average (GPA), the number of credits per course is multiplied by the quality points earned per course. The total number of quality points for all courses is then divided by the number of credits attempted.

## Repeat Course Policy

When a student repeats a course that was failed, the new grade will be recorded. Quality point values will be averaged into the cumulative average, and the credits will count toward the degree. The original grade will remain on the transcript and be calculated into the cumulative average.

When a student repeats a course for which the student has obtained a passing grade, the new course and grade will be recorded on the transcript with the notation, repeat course. The credit will not count toward the degree. The original grade will remain on the transcript.

## Freshman Mid-term Deficiencies

Halfway through the fall and spring semesters, first-year students are provided with midterm estimate grades for the courses in which they are earning grades of C- or below. These grades are not part of their official academic record, but allow the students, as well as their faculty advisors and the Dean of Freshmen, to review their academic progress at the mid-point of their first two semesters.

## Grade Reports

Grade reports are issued to students by the Registrar at the conclusion of each semester. Faculty advisors are also sent copies of the grade reports of their advisees.

## Scholastic Honors

### Dean's List

To qualify for the Dean's list at the conclusion of each semester's work, a student must have completed a minimum of 12 credit hours, have no outstanding or incomplete grades for that semester, and have attained a semester G.P.A. of 3.50 or better.

## Graduation with Honors

Honors at graduation are awarded for the following weighted grade point averages computed for the four years' work:

Summa cum laude	3.85
Magna cum laude	3.70
Cum laude	3.50



## Alpha Sigma Nu

Alpha Sigma Nu, the national Jesuit Honor Society, serves to reward and encourage scholarship, loyalty, and service to the ideals of Jesuit higher education. To be nominated for membership, undergraduate students must have scholastic rank in the top 15% of their class, demonstrated a proven concern for others through involvement in extracurricular activities and service to the University, and manifested a true concern and commitment to the values and goals of the Society. The Fairfield chapter was reactivated in 1981 and includes outstanding seniors who are encouraged to promote service to the University and provide greater understanding of the Jesuit ideals of education within the University Community.

## Phi Beta Kappa

Phi Beta Kappa is the oldest and most widely recognized national academic honor society in the USA. Founded in 1776 at the College of William and Mary in Virginia, the society's aim is to encourage academic excellence in the broad range of the liberal arts. Membership is restricted to students who complete most of their coursework in the liberal studies curriculum; typically those are students who pursue B.A. or B.S. degrees in the College of Arts and Sciences. Fairfield's Zeta Chapter of Phi Beta Kappa was established in 1995. Each spring it installs new members from among the most academically-talented upperclass students. Election to this chapter is based on scholastic standing and academic accomplishments and is limited to seniors and a highly select group of juniors.

## Other National Honor Societies

Discipline-based national and international honor societies with chapters at Fairfield University include:

Alpha Epsilon Delta, a *National Premedical Honor Society*  
 Alpha Kappa Delta, a *National Honor Society in Sociology*  
 Alpha Mu Gamma, a *National Foreign Language Honor Society*  
 Alpha Sigma Lambda, a *National Honor Society for Students in Adult Higher Education*  
 Beta Gamma Sigma, a *National Business Honor Society*  
 Omicron Delta Epsilon, a *National Honor Society in Economics*  
 Phi Alpha Theta, an *International History Honor Society*  
 Pi Mu Epsilon, a *National Honor Society in Mathematics*  
 Pi Sigma Alpha, a *National Politics Honor Society*  
 Psi Chi, a *National Honor Society in Psychology*  
 Sigma Pi Sigma, a *National Honor Society in Physics*  
 Sigma Tau Delta, an *International English Honor Society*  
 Sigma Theta Tau, the *International Honor Society of Nursing*  
 Theta Alpha Kappa, a *National Honor Society in Religious Studies*

## Disruption of Normal Academic Progress

### Academic Advancement

For academic advancement from year to year in good standing, it is not enough that the student pass all courses; in addition, he or she must maintain a specified cumulative average.

To be eligible for graduation, a Fairfield student must have an overall Grade Point Average (GPA) of 2.0 or better at the conclusion of the senior year. To progress toward satisfaction of that requirement, students advancing from the first year to the sophomore year are expected to have a weighted cumulative GPA of 1.80 or better. By the start of the junior year, students are expected to have a weighted cumulative GPA of 1.90 or better. Finally, in advancing to the senior year, students should have an overall cumulative GPA of 2.0 or better.

Although students who do not meet the foregoing standards will be permitted to continue their studies at Fairfield University, they will be notified that they are not advancing satisfactorily. Furthermore, they will be warned that they are in jeopardy of not graduating with their class. Such students will be offered special assistance from the academic and student support divisions. In addition, they will be strongly encouraged to enroll in summer or winter intersession courses at Fairfield University in order to improve their GPA.

Students in the School of Nursing must meet University promotion policy requirements. In addition, to remain in the nursing major, students must meet promotion policy requirements established by the School of Nursing. These are available in the School of Nursing Office.

### Academic Probation

The purpose of academic probation is to alert the student and the institution to problems associated with the student's academic performance and to recommend or implement strategies for improvement. The continuation of poor academic performance will result in the dismissal of the student. Faculty advisors are notified of all advisees placed on probation.

Any student whose overall cumulative GPA falls below 1.80 at the end of the fall or spring semester will be placed on academic probation for the following semester.

(Note: first semester first-year students with a grade point average below 1.80 will not be placed on probation for their second semester, but will lose their rights to participate in extracurricular or co-curricular activities.)

A student will be removed from academic probation as soon as his/her overall cumulative GPA is raised to 1.80 or higher on the basis of subsequent courses completed at Fairfield during the next semester or during special January or summer sessions.

A student on academic probation is ineligible to participate in extracurricular or co-curricular activities during any semester in which the student is on probation. A student on academic probation may petition the Academic Vice President for the right to participate in extra- or co-curricular activities. The appeal must contain a valid and compelling reason why restriction of extra- or co-curricular activities is inappropriate, and must demonstrate effectively that the activity will support an improvement in academic performance.

If a student who has been placed on academic probation proceeds to earn a semester GPA below 1.80 while enrolled full-time (minimum of 12 credit hours), that student will be dismissed from the university for reason of academic failure.

## Academic Dismissal

Students who incur an academic failure in any of the following classifications are liable to separation from the University:

1. A student who at the end of a semester has received the grade of "F" in three or more courses.
2. A student who at the end of an academic year has received the grade of "F" in three or more courses.
3. A student who, while on academic probation and enrolled full-time (i.e., attempting a minimum of 12 credit hours), proceeds to earn a semester GPA below 1.80.

Students who have been dismissed from the University for reason of academic failure are normally expected to remain away for at least a full semester (fall or spring) before seeking readmission. Such individuals lose all entitlement to institutionally funded financial aid.

## Voluntary Withdrawal from University

A student planning to withdraw should consult the Dean of his or her school, who will provide a form and directions that will clear his or her status with all interested offices.

Any student who withdraws voluntarily will be granted honorable dismissal only under the following conditions:

1. The student must not be already liable to dismissal for deficiencies, excessive absence, or misconduct.
2. The student must discuss intentions with the Dean of the school, and, if so instructed, must submit the request for withdrawal in writing from his or her parents or guardian.
3. The student must have settled all financial accounts with the University.

Students granted honorable dismissal may request refund of tuition (but not of special fees) according to the schedule outlined in the University catalog.

## Readmission

A student who wishes to reenter Fairfield University after having been dismissed or has withdrawn voluntarily must inform the Dean of the appropriate academic unit in writing of his/her intention. The student's complete academic record will be forwarded to the administrative board with a recommendation for action from the Dean. The administrative board will then decide on readmission and any attendant conditions regarding future requirements for academic performance and permission to participate in extracurricular activities. Decisions of the administrative board regarding requests or conditions for readmission can be appealed to the Academic Vice President.

## Acceptance of Credits for Study at Other Institutions

### Advanced Placement

While in high school, some students pursue one or more college-level Advanced Placement courses. Fairfield University will award three or four hours credit toward

graduation for each Advanced Placement course taken by a student provided that the student has (1) taken an Advanced Placement Test prepared by the CEEB program and (2) obtained a test score of four or five. It is the discretion of College/School officials to determine if such advanced placement credits can be used to exempt students from specific university courses or requirements. Normally, AP credit will not exempt a student from requirements in his/her major. Note: no student will be awarded more than a total of 15 advanced placement credits by Fairfield University.

Listed below are the most common AP tests submitted by students for advanced placement, along with their Fairfield University equivalent.

AP Test	Fairfield Course Equivalent	Credits
Biology	BI 91, General Biology I	4
Chemistry	CH 11, General Inorganic I	4
English Composition	EN 11, Composition and Prose	3
English Lit/Comp	EN 12, Intro. to Literature	3
European History	HI 30, Modernization of the West	3
U.S. History	HI Elective	3
Calculus AB	MA 21 & 22, Applied Calculus I & II	6
Calculus BC	MA 171 & 172, Differential and Integral Calculus	8
Computer Science A	CS 131, Computer Programming I	3
Computer Science AB	CS 131 & 132, Computer Programming I & II	6
French Language	FR 121, Continuing French	3
Italian Language	IT 121, Continuing Italian	3
German Language	GR 121, Continuing German	3
Spanish Language	SP 121, Continuing Spanish	3
Physics	PS 15, General Physics I	4
Government & Politics - U.S.	PO 11, Intro to American Politics	3
Sociology	SO 11, General Sociology	3
Statistics	MA 17, Introduction to Probability & Statistics	3

### College Courses Completed While in High School

High school students who earn college credit while still enrolled in high school can transfer those credits to Fairfield University if the following conditions are met:

- a grade of "C" or better.
- the official college transcript is sent to Fairfield.
- the student's high school counselor sends written verification that the college credits or coursework were not used to fulfill high school graduation requirements.
- no more than a total of 15 such credits will be accepted by Fairfield.

### Transfer Credit

When students begin their university studies at other institutions and then transfer to Fairfield University, the University accepts transfer credit under the following conditions:

- no courses with grades less than "C" will qualify for transfer.
- credit will be granted only for specific work completed at institutions whose quality has been approved by the University.
- only credit hours, not grades, will transfer.
- every transfer student is required to complete at least two years of full-time undergraduate study at Fairfield in order to receive a Fairfield University Bachelor's Degree.



## Credit Earned Elsewhere by Matriculated Students

Any courses taken at another institution must be preapproved by the Dean of the student's school to be eligible for transfer credit. Only credits (not grades) are transferable. For each approved course taken at another institution, credits will be accepted in transfer only if the student has earned a grade of "C" or better (2.00 GPA and a numerical equivalency of no lower than 73) in that course. Official transcripts should be forwarded to the Dean upon completion of preapproved coursework at other institutions.

Students are cautioned that Deans will grant permission to take courses elsewhere only when the student can demonstrate compelling reasons to do so. Typically, students attend other institutions (1) while on approved Educational Leave of Absence during the fall and/or spring semester to participate in a study abroad program or to take advantage of a special curriculum offered at another U.S. institution or (2) to enroll in courses during the summer or winter vacation.

In all cases, the following restrictions apply:

- (1) Of the 120 or more credits required for the bachelor's degree, a minimum of 60 of those credits must be earned at Fairfield University.
- (2) Students are permitted to take no more than two courses at another institution during a summer or winter vacation period.
- (3) The last 30 credits earned toward a student's degree must be completed at Fairfield University or through a program that issues Fairfield University course credit (e.g., Fairfield's study abroad program in Florence, Italy).

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## Educational Leave of Absence

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Matriculated students may apply for an Educational Leave of Absence for a fall or spring semester or for a full academic year in order to (1) study abroad or (2) enroll in another U.S. institution that offers a special curriculum. Educational Leaves are granted by the Associate/Assistant Dean of the student's school or college. To be eligible for an Educational Leave of Absence a Fairfield University student must have an overall GPA of 2.80 or better at the time of application. In addition, the student must have a record of good academic and social standing for the semester immediately preceding application. Students who wish to be granted Educational Leave of Absence must complete all official paperwork with the Study Abroad Coordinator by May 1 for a fall semester or full-year leave or by November 15 for a spring semester leave.

All students granted Educational Leaves by Fairfield University will be charged a fee for maintenance of their matriculation at Fairfield. Furthermore, students who study elsewhere in non-affiliated programs lose their entitlement for institutional financial aid for the period of the leave.

## Study Abroad

Fairfield students are permitted to study abroad on approved programs for a semester, an academic year, or a special summer term. Opportunities are available in most nations of the world. Fairfield University runs its own programs in Florence, Italy at the Lorenzo de' Medici Institute, at Wroxton College in England, and the Hertzen Institute in St. Petersburg, Russia. The University also has formal affiliation agreements with several universities worldwide, including Doshisha Women's College and Sophia University in Japan, Rotterdam School of Economics, and the University of Maastricht which are both in the Netherlands (Business), Harlaxton College in England (Nursing), CIEE (The Council on International Educational Exchange – with sites in 20 nations), the Baden-Württemberg Exchange Program (with placements in nine German universities), and ISEP (the International Student Exchange Program – with sites in over 50 nations). In addition, Fairfield faculty conduct educational tours during summer and vacation periods to England, France, Italy, Russia, Latin America and elsewhere. These tours carry credit in various disciplines. Because Fairfield University is a cooperat-

ing institution of the American School of Classical Studies at Athens, Greece, Fairfield students are eligible for summer excavation experience and study in the Athenian Agora through the ASCSA.

Fairfield University has one study abroad coordinator for all study abroad programs. Christine Bowers serves as Study Abroad Coordinator and the office is located in Dolan Hall, room 210. Her office maintains a resource library with current information about overseas programs. Each student must receive advance approval of his/her plans from the Study Abroad Coordinator and the Assistant/Associate Dean of his or her college in order to receive transfer credit for courses taken abroad. Credit will be granted only for specific work successfully completed in educational programs whose quality has been approved by the University.

While most Fairfield students who study abroad do so during the junior year, students are actually permitted to apply to study abroad during any semester prior to the senior year (the last 30 credit hours of coursework). There is one exception to this rule: students may study abroad during the senior year provided that they participate in a program that issues Fairfield course credit (i.e., Lorenzo de Medici in Florence or Fairfield University vacation study tours or Wroxton College Program).

Students who wish to study abroad for a semester or full academic year must announce their intent by applying for an Educational Leave of Absence. Eligibility requirements, fees, and deadlines for such applications are explained in the preceding section. Students in non-affiliated programs lose entitlement to institutionally-funded financial aid for the period of the leave. **Note:** the university's Russian Studies Program offers scholarships for study in Russia.

Tuition grant-in-aid is NOT applicable to the Study Abroad program.

## Enrollment at Other U.S. Institutions

Deans will grant permission for students to attend another U.S. institution during the normal academic year only when the student can demonstrate compelling reasons to take courses elsewhere. Such reasons might include the desire to take advantage of a special curriculum (e.g. Washington semester, environmental research).

Each student who wishes to attend another U.S. institution for the fall and/or spring semester must apply for an Educational Leave of Absence. Procedures, deadlines, eligibility requirements, and fees for such applications are explained above.

## Academic Freedom and Academic Responsibility

### Academic Freedom

Fairfield University endorses full academic freedom as an essential prerequisite to our quest for truth and its free exposition. We encourage students and faculty to engage in free discussion and inquiry. In addition, we recognize that academic freedom carries with it correlative academic responsibilities. Thus, in our pursuit of excellence and truth, we must also hold to standards of intellectual honesty and objectivity.

### Academic Honesty

Fairfield University's primary purpose is the pursuit of academic excellence. Teaching and learning must occur in an atmosphere of mutual trust and respect. This is possible only in an atmosphere where discovery and communication of knowledge are marked by scrupulous, unqualified honesty. Any violation of academic integrity wounds the entire community and undermines the trust upon which the discovery and communication of knowledge depends. Such integrity is fundamental to, and an inherent part of, Jesuit education.

All members of the Fairfield University Community share responsibility for establishing and maintaining appropriate standards of academic honesty and integrity. Students should follow these standards and encourage others to do so. Faculty members also have an obligation to set high standards of honesty and integrity through personal example and the learning communities they create. Faculty members should, in course syllabi, clarify standards of academic honesty and integrity, as well as the extent to which collaboration is permissible in individual courses and/or assignments.

#### *Acts of Dishonesty*

Students are sometimes unsure of what constitutes academic honesty. In all academic work, students are expected to submit materials that are their own. Examples of dishonest conduct include but are not limited to:

- cheating, i.e., copying examination answers from materials such as crib notes or another student's paper.
- collusion, i.e., working with another person or persons when independent work is prescribed.

- inappropriate use of notes.
- falsification or fabrication of an assigned project, data, results, or sources.
- giving, receiving, offering, or soliciting information in examinations.
- utilization of previously prepared materials in examinations, tests, or quizzes.
- destruction or alteration of the work of another student.
- the multiple submission of the same paper or report for assignments in more than one course without the prior written permission of each instructor.
- plagiarism, the appropriation of information, ideas, or the language of other persons or writers and the submission of them as one's own to satisfy the requirements of a course. Plagiarism thus constitutes both theft and deceit. Assignments (compositions, term papers, computer programs, etc.) acquired either in part or in whole from commercial sources or from other students and submitted as one's own original work will be considered plagiarism.
- the unauthorized recording, sale, or use of lectures and other instructional materials.

In the event of such dishonesty, professors are to award a grade of zero for the project, paper or examination in question, and may record an "F" for the course itself. When appropriate, expulsion may be recommended. Moreover, a notation of the event is made in the student's file in the Academic Dean's office. Any faculty member encountering an academic offense such as, but not limited to, those listed above will file a written report with his or her Dean, indicating reasons for believing the student has committed an academic offense, and indicating the proposed academic sanction. The student will receive a copy. (If the student is in a school other than that of the faculty member, a copy will be sent to the Dean of the student's school.) The student may, within 30 days following receipt of the faculty member's letter, request that the Dean investigate the allegations and meet with the party (parties) involved. The Dean will issue a written determination within two weeks of the meeting, with copies to the student(s) and to the professor. If the student requests an appeal to the Academic Vice-President, an Academic Dishonesty Advisory Committee will be convened.

## Attendance

*Class Attendance:* All students are expected to attend every scheduled class session. The impact of attendance on grading is specified in the syllabus. Unexcused absences by freshmen may be reported to the Dean of Freshmen; unexcused absences by other students may be reported to the appropriate academic dean.

*Absence from Examinations or Quizzes:* Unless there are serious reasons for absence on the day of an examination or quiz, a grade of zero will be awarded for the missed work. However, a student may be excused from an examination for reasons beyond his or her control. In such cases, a reason-able attempt should be made to notify the professor prior to the scheduled examination. At the request of the faculty member, a student who misses an examination due to illness must submit a written excuse from a private physician. If this student has been under the care of the University Health Services, he or she must sign a medical release form authorizing the Health Center to provide information to the appropriate faculty member. If the excuse is rejected by the faculty member, the student may appeal to his or her academic dean. Students should consult with the faculty member regarding the course makeup policy.







*Released Time:* A student participating in a university-sponsored event has the right to be excused without penalty or grade jeopardy from exams, student presentations, attendance and other classroom events during that time, provided the student makes up the required work in the fashion mutually agreed upon by the professor and the student.

Students participating in such university-sponsored events will be allowed to make up any major exams, tests, or quizzes which they miss in a course, when they are involved in a scheduled event, provided that participating students, or the faculty moderator, inform all their professors in writing at the beginning of the semester, or as soon thereafter as possible, once scheduling is confirmed.

University sponsored events covered by this policy are defined as follows:

1. Athletics
  - a. all varsity sporting events; to include post-season tournaments
  - b. all club sporting events
2. Others
  - a. concerts, plays or other group performances where the absence of a member would detract from the overall performance.

Not included in this policy are departmental clubs.

## Academic Grievance

The purpose of procedures for review of academic grievances is to protect the rights of students, faculty, and the University by providing mechanisms for equitable problem solving.

A grievance is defined as a complaint of unfair treatment for which a specific remedy is sought. It excludes circumstances which may give rise to a complaint for which explicit redress is neither called for nor sought, or for which other structures within the University serve as an agency for resolution.

Academic grievances either relate to procedural appeals or to academic competence appeals.

Procedural appeals are defined as those seeking a remedy where no issue of the quality of the student's work is involved. For example, a student might contend that the professor failed to follow previously announced mechanisms of evaluation.

Academic competence appeals are defined as those seeking a remedy because the evaluation of the quality of a student's work in a course is disputed.

"Remedies" would include but not be limited to awarded grade changes, such as permission to take make-up examinations or to repeat courses without penalty.

The procedures defined here must be initiated within a reasonable period (usually a semester) after the event which is the subject of the grievance.

### *Informal Procedure*

**Step one:** The student attempts to resolve any academic grievance with the faculty member, Department Chair, or other individual or agency involved. If, following this initial attempt at resolution, the student remains convinced that a grievance exists, she/he advances to step two.

**Step two:** The student consults the Chair, or other individuals when appropriate, bringing written documentation of the process up to this point. If the student continues to assert that a grievance exists after attempted reconciliation, she/he advances to step three.

**Step three:** The student presents the grievance to the Dean of the involved school, bringing to this meeting documentation of steps one and two. If the Dean's attempts at mediation prove unsuccessful, the student is informed of the right to initiate formal review procedure.

### *Formal Procedure*

Step one: If the student still believes that the grievance remains unresolved following these informal procedures, she/he initiates the formal review procedure by making a written request for a formal hearing through the Dean to the Academic Vice President. Such a request should define the grievance and be accompanied by documentation of completion of the informal process. It should also be accompanied by the Dean's opinion of the grievance.

Step two: The Academic Vice President determines whether the grievance merits further attention. If not, the student is so informed. If so, the Academic Vice President determines whether it is a procedural or competence appeal. If it relates to a procedural matter, she/he selects a Dean (other than the Dean of the involved school) to chair a Grievance Committee.

If it relates to an academic competence matter, the Academic Vice President requests from the Dean involved the name of two outside experts to serve as a consultant panel in determining the merit of the student's grievance.

Step three: For procedural appeals, the Grievance Committee takes whatever steps are deemed appropriate to render a recommendation for resolving the grievance.

For competence appeals, the Academic Vice President contacts the outside panel members and requests that they review the case in relation to its content validity.

Step four: The recommendation from either the Grievance Committee or the panel is forwarded to the Academic Vice President in written form, accompanied, if necessary, by any supporting data that formed the basis of the recommendation.

Step five: The Academic Vice President renders a final and binding judgment, notifying all involved parties. If the grievance involves a dispute over a course grade given by a faculty member, the Academic Vice President is the only University official empowered to change that grade, and then only at the recommendation of the committee or panel.

## **Student Records**

Under the Family Educational Rights and Privacy Act passed by Congress in 1974, legitimate access to student records has been defined. A student at Fairfield University has the right to see any records which directly pertain to the student. Excluded by statute from inspection is the parents' confidential statement given to the Financial Aid Office and medical records supplied by a physician.

A listing of records maintained, their location, and the means of reviewing them is available in the Office of Student Services. Information contained in student files is available to others using the guidelines below:

- a) Confirmation of directory information is available to recognized organizations and agencies. Such information includes name, date of birth, dates of attendance, address.
- b) Summary of behavioral records and copies of transcripts will be provided to anyone upon written request of the student. Cost of providing such information must be assumed by the student.





- c) All other information excluding medical records is available to staff members of the university on a need-to-know basis; i.e., prior to the release of additional information, a staff member must prove his or her need to know information to the office responsible for maintaining the records.

## Transcripts

Application for transcripts should be addressed to the University Registrar's office and should state the name and address of the official to whom the transcript is to be mailed. In accordance with the general practice of colleges and universities, complete official transcripts are sent directly by the University, not transmitted by the applicant. Transcripts will not be processed during examination and registration periods. Requests for transcripts should be made one week in advance of the date they are needed.







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# THE CURRICULA

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# The Curricula

## Introduction

The various curricula at Fairfield University are arranged into five general categories. The first three categories — general education core curriculum, electives, and majors — represent course-work that all students are required to complete. The remaining categories — second majors and minors — designate optional coursework. In addition, special features such as an honors program, interdisciplinary learning communities or “clusters”, independent studies, internships, and academic support services are available to students.

## Choice of Curriculum

Descriptions of the various curricula will be found in the college and school sections and, where appropriate, under the discipline heading. For students who desire a curriculum involving an ordered sequence of courses (natural sciences, accounting, mathematics) the initial choice of program is important; for other students, first-year and sophomore courses provide a solid basis and background for any subsequent decision to major in such areas as economics, English, history, and languages.

The student fulfills the curriculum requirements that are in place at the time the student matriculates. Once new changes are in effect, students have the option of remaining with the requirements in effect at the time of their matriculation.

## University Course Numbering System

### Undergraduate

- 01-99 Introductory courses
- 100-199 Intermediate courses without prerequisites
- 200-299 Intermediate courses with prerequisites
- 300-399 Advanced courses, normally limited to juniors and seniors and open to graduate students with permission

### Graduate

- 400-499 Graduate courses (open to undergraduate students with permission)
- 500-599 Graduate courses

## General Education Core Curriculum

The goal of a Fairfield education is to develop the whole person: an intellectual being who can think clearly, accurately, dispassionately; a social being who cares about others and takes one's place in the world with them; a physical being who knows the laws, limitations, and beauty of the natural world; a spiritual being who seeks to make one's life express the truths of religion and philosophy.

Because Fairfield believes that a liberal education can achieve this goal, the University has developed a general education core curriculum which all undergraduates must take to acquire a broad background in all academic areas. No matter what the student's major or field of specialization, during the years at Fairfield he or she will take from two to five courses in each of five areas.

Within the framework of these five areas, each student has a number of options so that fulfilling the requirement can become a stimulating and enjoyable experience while providing the breadth of knowledge necessary for further studies, and for life as a well-educated human being.

### Options within the Core Curriculum

#### *Area I: Mathematics and Natural Sciences*

- (1) 2 semesters of mathematics. At least one semester must include a course containing some calculus (MA 10, 19, 21, 25, or 171). A sophomore or upper division course may be used with approval of the department.
- (2) 2 semesters of a natural science. Any two courses in any of the natural sciences, as well as PY 261, fulfill this requirement.

NOTE: Psychology majors cannot use PY 261 to fulfill this core science requirement.

#### *Area II: History, and the Social and Behavioral Sciences*

- (1) 2 semesters of History. HI 30 plus one intermediate-level course. Also available as an option in this area is CL 115-116 (Greek and Roman Civilization).
- (2) 2 semesters of Economics, Politics, Psychology or Sociology/Anthropology. Both courses may be in the same department or they may be in two different departments. NOTE: Students majoring in one of these disciplines may not use courses in their major to fulfill this social/behavioral science requirement.

*Area III: Philosophy, Religious Studies,  
and Applied Ethics*

- (1) 2 semesters of philosophy. PH 10 is required followed by a 100-level course.
- (2) 2 semesters of religious studies. RS 10 is required.
- (3) 1 additional course in philosophy (courses numbered 200 or higher), religious studies, or applied ethics.

*Area IV: English and Visual and Performing Arts*

- (1) 3 semesters of English. EN 11-12 are required. The third course may be selected from any of the English literature offerings which have a number designation of 200 or over. Writing courses (EN/W) do not fulfill the core literature requirement. Also available as options in this area are courses offering classical literature in translation. (See listings under Greek and Roman Studies.)
- (2) 2 semesters of visual and performing arts. One semester must be in the area of art history, music history, theatre history, or film history. The second semester may be selected from the above areas or from studio art, applied music, or television production.

*Area V: Modern and Classical Languages*

- (1) 2 semesters (at least at the intermediate level) of any language listed among the offerings of the Modern Languages and Literatures Department or the Greek and Roman Studies Program.

**NOTE 1:** Most core courses are taken during the first two years of study at Fairfield University. However, precisely when a student should take various core courses depends, in part, upon his/her major. The faculty advisor will assist the student in selecting a schedule that meets all core requirements. Normally, English 11 and 12, Mathematics, and Foreign Languages are included in the student's freshman year schedule.

**NOTE 2:** Students may elect to complete some of their core requirements by enrolling in Interdisciplinary Learning Communities or "Clusters" of core courses described on page 35.

## Electives

All students in B.A. programs must have a minimum of eight free electives; students in B.S. programs must have a minimum of four free electives, except in the School of Nursing where two are required. These electives may be chosen in any area of study, presuming prerequisites are met, and cannot be determined or required by any Department or School.

## Major

The major is central to the student's program of study at Fairfield University. It represents an area of specialization consisting of a cluster of related courses drawn from a single department, more than one department, or an interdisciplinary program. Normally, a student must pursue a minimum of thirty credit hours of coursework to complete a major.

The course requirements for each major offered by the College of Arts and Sciences are set forth within each departmental section of this catalog. Likewise, the requirements for majors within the School of Business, School of Nursing and the School of Engineering are found in those sections of this catalog. In all cases, the selection of courses for a particular major must be done in consultation with a faculty advisor from one's major department or school. It is to be noted that in each college or school the proper work of the major is concentrated in the junior and senior years; where preparatory courses are needed, they are taken in the freshman and/or sophomore year.

Majors are to be selected at the end of the freshman year or during the sophomore year. Students declare majors by going to the office of the Dean of the appropriate college or school. When a major is declared, the student is assigned a faculty advisor from the major area.

To change from one major to another in one's school requires completion of a "change of major" form. The change of major form can be obtained from the office of the Dean of the student's current school. The form must be signed by the Chairperson/Coordinator of the major in which the student is currently enrolled, the Chairperson/Coordinator of the major which the student desires and the dean of the school. The form is then forwarded to the University Registrar.



## Diversity Requirements

In order to help students develop a critical consciousness of self and society, all undergraduates, beginning with the graduating class of 1999, are required to select one course that gives significant treatment to aspects of diversity and pluralism in U.S. society. Such courses will explore in a systematic manner connections between race, class, and gender and will examine issues of privilege and difference in US society. Additional aspects of diversity — including religion, sexual orientation, and ethnicity — may also be considered. Approved courses will be designated by a special symbol in each semester's course schedule booklet. This requirement will not add credit hours or an extra course to a student's degree program, for a student will be able to select a designated diversity course from among core requirement courses, major courses, or electives.

In addition to the U.S. diversity course, a world diversity course is also required. This course focuses on a non-Western culture or society, exclusive of Europe and the United States, and their literary, artistic, musical, religious, philosophical, political, economic, or social traditions. Though courses primarily emphasizing North American and European topics will not count toward this requirement, courses focusing on Native American, Russian, and pre-Columbian or Latin American cultures can meet the requirement. Core language courses do not meet this requirement while literature and culture courses may satisfy it. Moreover, such a course will not emphasize international relations or business relations vis-à-vis Europe or the United States. A study abroad experience may satisfy this requirement if it meets with the spirit and letter of this proposed mission statement.

## Second Major

A student has the option of pursuing a second major at Fairfield University. The courses that constitute a second major must meet the stated requirements for a major program and must be approved by the department or interdisciplinary program in which the second major is located. Students declare second majors by completing a "double major" form that is available in the dean's office of their school. A double major does NOT constitute a double degree.

## Minor

In addition to carrying a major, a student may exercise the option of selecting a minor outside the area of specialization. A minor is a cluster of thematically related courses drawn from one or more departments, usually in the range of 15 to 18 credits. Students electing a minor are still required to fulfill the core requirement. In addition to department-based minors, many interdisciplinary minors are also available at Fairfield: American Studies; Applied Ethics; Asian Studies; Black Studies; Communication; Environmental Studies; Faith, Peace, and Justice; International Studies; Latin American and Caribbean Studies; Russian and East European Studies; and Women's Studies. With appropriate consultation and advisement, students may develop minor programs suited to their needs.

Because the minor is considered to be a supplement to the student's major program of study, its completion in a given case may not have the same priority as that of a major. In order to select a minor, a student must fill out the appropriate form, and then have it approved by his/her School or Department and placed on file with the University Registrar. The completion of the minor is subject to the availability of the courses selected.

## Honors Program

The overall objective of the Honors Program is to engage talented students in a challenging program of study through a carefully-crafted series of courses and seminars. The emphasis is on seminars and the intention is that the Program complements students' studies in both core and major, without having a negative impact upon their freedom to pursue minors or elective courses. The following particular aims can be identified. The Program wishes to lead the students:

1. to become generally culturally literate, that is, to study some at least of the "great ideas" of the Western cultural and intellectual tradition in the humanities, the arts, the social and natural sciences;
2. to be familiar with the challenges to the idea of "the Western tradition," from certain groups within Western culture, particularly from racial minorities and from feminist theory;
3. to develop a sensitivity to and acquaintance with cultures other than their own;
4. to learn to make connections between disciplines, and to ask the larger questions which transcend any single discipline;
5. to bring the Honors experience to bear upon the field of their chosen major at a high level of accomplishment.

ment through the completion of an independent project appropriate to the particular discipline.

Entering Honors students are selected from among incoming first-year students invited to apply, and through a competitive selection process for those about to begin sophomore year. The Honors Program consists of approximately 30-35 students per class, or about 4% of the student body.

In the first year, Honors students are required to take a two-semester course and an accompanying two-semester seminar on "The Western Tradition." The course focuses particularly on the evolution of philosophy, society, science and the arts. The seminar is an intensive examination of primary sources selected from this tradition.

In the first semester of the second year, Honors students participate in a course or seminar which requires them to attend to the challenges to this Western tradition which have arisen from within the culture itself, principally those of racial minorities and of feminist cultural theory. The second semester is devoted entirely to the study of one non-Western culture, through a seminar or course led by a specialist in that culture.

The program continues in the third year with a two-semester seminar. The seminar will be thematic, deliberately interdisciplinary and cross-cultural. The chosen themes normally rotate every year, and include "Chaos", "Genius and the Creative Process" and "The Idea of Progress and Its Critics".

The fourth year of the program is optional *at the discretion of the student's major department*. Where instituted, it requires Honors students to complete a substantial piece of work within their chosen major. This portion of the program will be administered through the respective departments and curriculum areas. It is possible to disperse students from this section of the program who have, for example, begun the program as sophomores or have been abroad for junior year and unable to complete the third year of the program.

Throughout the entire program, Honors students are also expected to participate in a series of lectures, discussions and cultural events. While no extra credit will be given for these, participation in these is accounted an integral part of the Program. An overall average grade of B+ or higher in Honors courses is required for successful completion of the program, and for the Honors designation to appear on the student's transcript.

## Clusters: Interdisciplinary Learning Communities Across the Core Curriculum

In 1995 Fairfield University launched a major initiative designed to build interdisciplinary linkages between core courses selected from the natural sciences, social sciences, and humanities/visual and performing arts. The connections are made through the creation of interdisciplinary learning communities or "clusters" comprised of two or three core courses united by a common focus or theme.

During a given semester a group of 20 students will enroll in the two or three designated courses that constitute a cluster. Their professors will orchestrate course material so that students will compare and synthesize the perspectives and methodologies of different academic disciplines. Students and faculty members of a cluster team will also participate in activities outside of the classroom, including field trips.

This curriculum initiative has been funded by a major grant given to Fairfield University by the National Endowment for the Humanities, the National Science Foundation, and the U.S. Department of Education. Fairfield University is one of just 14 colleges and universities in the nation to have been awarded this grant in 1994. To date, the university has created several "clusters," including those which focus on the integrating themes listed below. The disciplinary perspectives combined in each particular cluster are identified in parentheses next to the integrating theme:

- The Family (*psychology and theatre*)
- Perspectives on Music (*music and physics*)
- War and Peace (*history, politics, and physics*)
- Energy and the Environment (*physics, economics, and applied ethics*)
- The Rainforest Community (*history, biology, and Latin American Literature in Translation*)
- Race and Ethnicity in America (*English, history, and sociology*)
- Discovery, Exploration, and Encounter (*history, math, and physics/astronomy*)
- The Price of Progress (*chemistry and economics*)
- The Caribbean Environment (*biology and economics/politics*)
- Empire and Economic Policy (*history and economics*)
- The Individual and Circles of Responsibility (*English and religious studies*)
- Global Perspectives on Economic and Political Behavior and Change (*economics and politics*)
- Evolution and Cultural Values (*biology and English*)



## Independent Studies

The Independent Study option is available in most departments to students who wish to examine a subject in depth for which no course is available. Such guided studies are designed and pursued by students under the tutelage of a faculty member. This option is restricted to students in their junior and/or senior years of study.

Students should apply to the professor under whose direction they wish to study no later than the normal registration period of the preceding semester. The "Independent Study Application Form," available from the office of the college Dean, must be completed and filed with the Registrar before the project may begin.

For projects of less than a semester's equivalent course work, one or two credit hours may be assigned. For projects of a semester's equivalent course work, three credit hours, or, with a laboratory component, four credit hours may be assigned.

If a student undertakes more than one independent study project during his or her college career, the total credit hours for all projects may not exceed 9 credit hours towards the undergraduate degree.

## Student Internships

Students at Fairfield University have an opportunity to earn academic credit and gain practical on-site work experience by pursuing internships in their major fields of study. Through placements in appropriate businesses, corporations, laboratories, law firms, government offices and agencies, nonprofit organizations, etc. students apply and test principles and theories that they have acquired in their coursework. A typical internship carrying 3 semester credits sees a student working 12-15 hours per week on-site. Internships are coordinated by Fairfield University faculty and on-site supervisors. Through such experiences students can both enhance their learning and explore potential careers. Upon graduation, students are frequently offered positions with corporations and agencies sponsoring their internships.

To be eligible for an internship, a student must be in good academic standing and must meet all prerequisites prescribed by the major department (e.g. GPA, prior coursework). To register for an internship, a student must obtain prior approval from the faculty member who coordinates the internship program in his/her major department.



A maximum of six academic credits can be earned for internship experience. An internship will not substitute for any other stated course(s) in the student's major field. Further information about specific internship opportunities can be obtained from the departmental chair or the internship coordinator of the specific department.

## Academic Support Services

Fairfield University offers its students a number of services designed to assist them with their studies. The Office of Student Academic Support Services, located in Dolan Hall, arranges for tutors to work with students in specific courses or disciplines.

## The Writing Center

The Writing Center provides individualized advice and assistance to all students for any writing project. English department faculty members consult with students and provide free workshops. The Center helps students with course papers; case, field and lab studies; creative writing, professional and graduate school essays; resumes and any other writing students may pursue. Appointments are available days and evenings when classes are in session. The Writing Center is located in Donnarumma Hall.

## Charles E. Culpeper Language Resource Center

The Language Resource Center, located on the second floor of Canisius Hall, supports the multimedia language/culture needs of students, faculty, and staff, especially those engaged in the study and teaching of modern languages and literatures. The 25 station facility networks IBM-compatible Pentium and Apple Macintosh PowerMac computers equipped with videodisc players. It supplies networked CD-ROM drives through the fiber optic system. Interactive multilingual word processors, homework tutors, cultural simulations, adventure games, "soap operas," digital audio/video project authoring systems, and international television, as well as electronic mail programs for text or World Wide Web access are some of the dominant materials students and faculty currently use in the resource center.

## The Computer Facilities

The computer facilities at Fairfield University provide state-of-the-art access to personal computer laboratories, minicomputers, and the library collection which includes databases, bibliographies, and the card catalog. The University is connected to Internet which provides access to bulletin boards, e-mail, databases, and library collections across the world. Computer access is facilitated by the high speed fiber optic cabling with a transmission speed capability of up to 10 megabits per second. Classrooms, faculty offices, dormitory rooms, and administrative offices all are wired with the fiber optic cable. Academic computing is supported by an SCT VAX 6430 with a VMS operating system, an AIX with a UNIX operating system, an SCT VAX 5100 Ultrex with a UNIX operating system, and a DEC Alpha for faculty research. The Nyselius Library is supported by an SCT VAX 4000 with a VMS operating system and administrative computing is supported by an IBM RISC 6000 Model 980.

The University has eight public personal computer laboratories with a variety of hardware and software for the DOS, Windows and Macintosh environments. These labs are used for classroom instruction and walk-in service. The labs are open nearly 18 hours every day and are staffed with lab assistants for software and hardware consultations.

## Visual & Performing Arts Facilities

The Art History Program includes the Mutrux Visual Resources Center, which is located in Canisius Hall, and has over 90,000 slides and a CD-ROM collection for teaching and image preservation. The Metropolitan Museum of Art Cast Collection in Loyola Hall provides opportunities for research and conservation.

The Studio Program has three gallery spaces in Loyola Hall including the Lukacs Gallery for contemporary exhibitions, as well as Gallery 10 and the Experimental Space for students.

The Music Program sponsors performances in the Kelley Theatre and the Wien Experimental Theatre in the Quick Center for the Arts. A new Midi-Lab in Jogues Hall contains computers and synthesizers that will allow students to compose music.

The Theatre Program and its student production wing Theatre Fairfield are situated in the PepsiCo Theatre.

Film and television facilities are located in the Media Center in Xavier Hall.



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# COLLEGE OF ARTS AND SCIENCES

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*Opposite Page: Dr. Orin L. Grossman, dean of the College of Arts and Sciences*



# College of Arts and Sciences

**Dean:** Orin L. Grossman

**Associate Dean:** Beverly L. Kahn

**Associate Dean:** Alan N. Katz

## Degrees Offered

The College of Arts and Sciences, Fairfield's oldest and largest college, offers two degree programs: Bachelor of Arts and Bachelor of Science.

### Bachelor of Arts

*The Bachelor of Arts* is a liberal arts degree with emphasis in the arts, humanities, or social sciences.

Major concentrations in the B.A. degree program include American studies, communication, economics, English, history, international studies, modern languages and literatures (French, German, Spanish), philosophy, politics, psychology, religious studies, sociology/anthropology, and visual and performing arts.

Students who have studied Latin in high school and who wish to continue their classical studies through two years of college may earn a *Bachelor of Arts with Classics* degree, even though they do not intend a classics major.

### Bachelor of Science

The Bachelor of Science is a liberal arts degree with an emphasis in the sciences.

Major concentrations in the B.S. degree program include biology, chemistry, computer science, economics, engineering, mathematics, neuroscience, physics, and psychology. The four-year programs for the B.S. degree are shown under the appropriate departmental listings which follow.

## Pre-Professional, Interdisciplinary, and Specialized Programs in the College of Arts and Sciences

In addition to the traditional major concentrations, the College of Arts and Sciences offers specialized programs and academic services. A partial list follows:

### Pre-Professional Programs in the Health Sciences:

Fairfield offers a challenging, competitive, and highly successful premedical/ predental program. Students in this program pursue studies in a field or major of their personal interest while taking those courses necessary for admission to medical, osteopathic, dental, veterinary, or optometry school. The program is supervised by the Health Sciences Committee, an interdisciplinary group of faculty who serve as special advisors to these students.

All students who are considering the health professions as a career should identify themselves and meet with the Health Sciences advisor as early as possible. A great deal of careful planning must be done in order to prepare a strong application for advanced study.

Students who apply to health professions schools need to have a core knowledge of science. This core can be taken within a science major or added to a nonscience major. Many pre-med students elect to pursue a degree in biology which provides well beyond the minimum requirements recommended by the Association of American Medical Colleges for admission to medical school. However, students should also recognize that other majors – both in the natural sciences and in nonscience fields – are acceptable alternatives as long as the major is supplemented by a combination of courses that represent a pre-medicine concentration. The best preparation for medicine and a number of other health professions usually includes early completion of the following basic course sequences: Math 21/22; Biology 91/92; Chemistry 11/12 and 211/212; and Physics 83/84.

The choice and sequence of courses depend on the student's personal and academic priorities; these should be discussed with the Health Sciences advisor and other academic advisors.

Internship opportunities are of special interest to students preparing for careers in medicine. Options available to Fairfield students include an Emergency Medicine Research Associates Program which is run during the academic year at Bridgeport Hospital and Yale-New Haven Hospital, and summer positions at the Burke Rehabilitation Center (White Plains, NY), and at Hartford Hospital.

**Pre-Law Program:** Fairfield's pre-law program has been consistently successful over the past decade. No particular major is recommended for law school candidates. The pre-law student should elect courses which examine the social, economic, and political systems of which the law is a part. He or she should also select courses that help the student develop competencies to write clearly, speak precisely, reason logically, think critically, and read analytically. Finally, the student might wish to pursue coursework that examines law from the perspectives of disciplines such as philosophy, psychology, and business. The program is closely supervised by faculty who serve as special advisors to pre-law students.

**Education:** Students who plan to teach in secondary schools will major in the discipline that they plan to teach and take the required education courses to qualify for certification as high school teachers.

**Cooperative Program in Engineering:** In cooperation with the University of Connecticut, Rensselaer Polytechnic Institute, and Columbia University, Fairfield University provides a five-year engineering program that emphasizes both a liberal education and professional preparation. A student in this program interrelates the course sequences with three engineering courses in three years at Fairfield and completes the program with specialized engineering courses at the University of Connecticut, Rensselaer Polytechnic Institute, or Columbia University. The program yields the Bachelor of Arts and Bachelor of Science in Engineering degrees. Although not part of the College of Arts and Sciences, Fairfield University does offer a BS degree in Engineering through its BEI Evening School of Engineering. Specializations are available in electrical, mechanical, information systems, and manufacturing engineering.

**Interdisciplinary Programs:** The Fairfield curriculum includes a number of majors and minors that are interdisciplinary in nature. Such programs permit students to combine coursework from more than one academic department, thereby examining a broad subject from a multiplicity of disciplinary perspectives. There are five interdisciplinary majors currently available to students in the College of Arts and Sciences:

- American Studies
- Biochemistry Option (within Chemistry major)
- Communication
- International Studies
- Neuroscience

In addition, the College offers the following interdisciplinary

nary minors:

- American Studies
- Applied Ethics
- Asian Studies
- Biochemistry
- Black Studies
- Communication
- Environmental Science
- Environmental Studies
- Film and Television
- Greek and Roman Studies
- International Studies
- Italian Studies
- Judaic Studies
- Latin American and Caribbean Studies
- Legal Studies
- Marine Science
- Peace and Justice Studies
- Russian and East European Studies
- Women's Studies

Descriptions of these interdisciplinary major and minor programs are found, in alphabetical order, among the departmental requirements that follow.

**Inter-Institutional Courses:** Under a reciprocal agreement, full-time students at the Fairfield University and Sacred Heart University may take certain courses at either institution without payment of any additional fees other than those paid the matriculating institution, providing:

1. The course is not currently offered by Fairfield University.
2. It is on an approved list indicating its availability to Fairfield University students.
3. The student has prior permission from his or her Dean to take the course.
4. Tuition commitments have been met in full at Fairfield University.
5. Students observe all regulations of the host institution.

**Study Abroad:** Qualified Arts & Sciences students are permitted to study abroad in a number of different countries. Fairfield University runs its own programs in Italy, England and Russia. Fairfield also has formal affiliation with programs in Germany, Greece and Japan. Furthermore, through the International Student Exchange Program (ISEP) and the Council on International Education Exchange (CIEE) Fairfield students are placed in universities in over 50 nations around the world. The Office of the Dean of Arts and Sciences

maintains a resource library with current information about overseas programs at other universities and will assist students in finding a program that meets their needs. Study Abroad is usually undertaken for either a semester or full year during the junior year. Approval of one's academic Dean is required. Students must have a G.P.A. of 2.8 or above at the time of application, and must complete the Educational Leave of Absence Form before May 1 for the fall semester or November 15 for the spring semester. See the section in this catalog on educational leaves of absence for further information.

**Internships:** Internships provide the opportunity for practical experience in a career field related to a student's major. Most departments of the College of Arts and Sciences offer credit for internships in appropriate agencies and business firms. Majors who wish to take advantage of these opportunities should consult their department Chair or departmental internship coordinator.

**Minors:** In addition to the major, a number of departments and Interdisciplinary Programs in the college offer optional minor concentrations. These concentrations are developed under faculty supervision within the context of departmental requirements and offerings. For further information, contact the department Chair or Program Director.

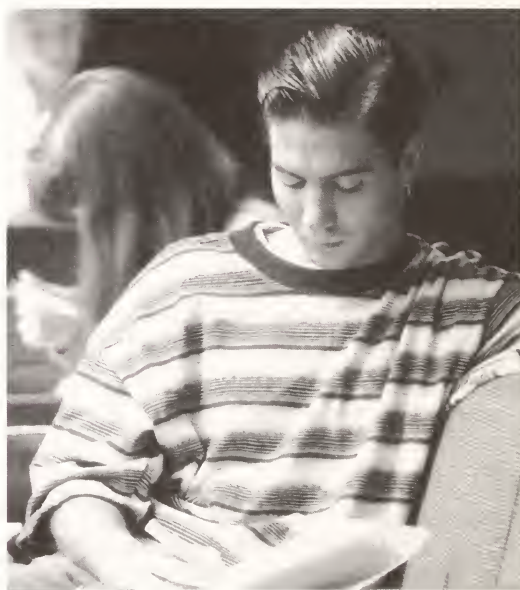
**Honors Program:** The College of Arts and Sciences participates in the University Honors Program (described earlier under Curricula). The Program admits students at the beginning of freshman year and at the beginning of sophomore year, to a challenging series of seminars and courses (normally 27 credits) devoted to intellectual history, interdisciplinary studies and advanced work in the student's major field. Successful completion of the Honors Program is recorded on the graduating student's transcript.

**Double Majors:** Students enrolled in the College of Arts and Sciences, and maintaining a satisfactory academic average, may elect to pursue a double major. A specific program of study must be proposed prior to the conclusion of the sophomore year. The proposed program must satisfy the requirements of both majors as well as all core

requirements. Written approval must be obtained from the Chairs of the departments in question and from the Dean. Upon successful completion of the proposed course of study, a double major will be indicated on the student's transcript.

## Departmental Requirements and Options

Each department or program in the College of Arts and Sciences has specific academic requirements and options for earning a degree in its academic field. Those requirements and options are found in the departmental and program sections that are presented in alphabetical order on subsequent pages of this catalog.





Program in  
**American Studies**

**Director:** O'Connor

**Departmental Coordinators:** N. Rinaldi (*English*), Bucki (*History*), A. Katz (*Politics*), Schlichting (*Sociology and Anthropology*), P. Eliasoph (*Visual and Performing Arts*)

The American Studies program provides the student with an interdisciplinary curriculum devoted to the examination of American civilization – its culture, institutions, intellectual tradition, and the relationships of its people. Such a course of study makes possible a unified and comprehensive approach to American life and thought. Besides the thematic unity implicit in such a course of studies, the student will be exposed to the methodological differences which characterize the traditional scholarly disciplines as they deal with the infinite complexities of the American experience.

Requirements for a 30-credit major in American Studies are:

12 credits in discipline concentration. The student may concentrate in one of the following: fine arts, history, literature, politics, or sociology.

12 credits to be selected from American-oriented courses in disciplines other than the discipline concentration. The student must select at least three different disciplines.

3 credits. Research/Theme Course. Senior year.

3 credits. American Intellectual Tradition. Senior year.

A minor in American Studies requires a total of 15 credits distributed as follows:

1. The American Intellectual Tradition. Required 3 credit course.
2. Three American Studies elective courses in one of the following disciplines: American Literature, History, Politics, Sociology and Anthropology, or Visual and Performing Arts.
3. One American Studies elective course outside of concentration.

In the fall of 1997, Fairfield University inaugurated a Master of Arts degree program in American Studies. The 400-level core and elective courses in that program are available to qualified senior undergraduate American Studies majors and minors with the approval of the program director.

**Courses Available for the American Studies Major**

**American Studies**

- |        |   |
|--------|---|
| AS 127 | America in Film                                     |
| AS 130 | Artist in America                                   |
| AS 189 | Literature and Religion:<br>The American Experience |
| AS 201 | The American Intellectual Tradition                 |
| AS 300 | Independent Research Project                        |
| AS 361 | The American Civil War: Myth and Reality            |
| AS 383 | America in the 1930's: A Decade of Change           |

**History**

- |        |  |
|--------|--|
| HI 232 | Jefferson and Jacksonian America, 1800-1850      |
| HI 238 | The United States, 1850-1900                     |
| HI 239 | Twentieth-Century America                        |
| HI 243 | American Constitution I                          |
| HI 244 | American Constitution II                         |
| HI 250 | U.S. Foreign Relations, 1776-1914                |
| HI 251 | U.S. Foreign Relations since 1914                |
| HI 253 | Colonial America, 1584-1750                      |
| HI 258 | Working People in 19th Century U.S.              |
| HI 259 | Working People in 20th Century U.S.              |
| HI 260 | The Indian in American History                   |
| HI 331 | Era of the American Revolution                   |
| HI 340 | Reconsidering the New Deal Order                 |
| HI 342 | Immigration, Ethnicity, and Race in U.S. History |
| HI 348 | Social Movements in 20th Century History         |
| HI 354 | American Military History                        |
| HI 355 | The U.S. in World War II                         |
| HI 356 | History of the Cold War                          |
| HI 362 | The Frontier                                     |

**Literature**

- |        |   |
|--------|---|
| EN 271 | The Frontier in American Literature                 |
| EN 337 | Race, Culture and American Realism                  |
| EN 351 | Writing the Immigrant Experience                    |
| EN 371 | African-American Women's Writing                    |
| EN 380 | Colonial American Literature                        |
| EN 381 | American Romanticism                                |
| EN 382 | American Literature, 1865-1920                      |
| EN 383 | American Literature, 1920-1950                      |
| EN 384 | American Literature, 1950- Present                  |
| EN 386 | Native American Literature                          |
| EN 387 | American Novel                                      |
| EN 389 | Literature and Religion:<br>The American Experience |
| EN 391 | Myth in American Literature                         |

**Philosophy**

- |        |                             |
|--------|-----------------------------|
| PH 283 | Ethical Theories in America |
| PH 294 | American Philosophy         |

**Political Science**

- PO 118 American Political Thought
- PO 119 Feminist Political Thought
- PO 133 U.S. Foreign Policy
- PO 146 Vietnam and the American Experience
- PO 150 Urban Politics
- PO 161 The American Presidency
- PO 162 U.S. Congress
- PO 163 Supreme Court I
- PO 164 Supreme Court II
- PO 165 Political Parties, Interest Groups,  
and Public Opinion
- PO 166 Private Power and Public Policy
- PO 167 Media and Politics
- PO 168 Politics of Mass Popular Culture

**Religious Studies**

- RS 138 American Catholic Theologians
- RS 193 Non-Traditional American Churches
- RS 195 Non-Traditional American  
Religious Groups

**Sociology**

- SO 112 American Society
- SO 151 Sociology of Religion
- SO 153 Business and Society
- SO 161 American Class Structure
- SO 162 Race, Gender and Ethnic Relations
- SO 163 Urban/Suburban Sociology
- SO 169 Women: Work and Sport
- SO 171 Criminology
- SO 175 Sociology of Law

**Visual and Performing Arts**

- AH 161 American Architecture
- AH 163 American Art:  
Colonial/Early Republic
- AH 164 American Art:  
Civil War to Civil Rights
- FM 132 The American Film
- MU 100 American Popular Music
- MU 101 The History of Jazz
- MU 110 The American Composer
- TA 120 American Drama

Note: Course descriptions for the above may be found in the departmental course listings.

**AS 127 America in Film**

This course provides a critical examination of important American films with the intention of exploring the impact of film as a myth-making medium. Some of the topics to be analyzed include: history in film, sexual role playing, social class and institutions, and the religio-ethical assumptions implicit in American films. *3 credits*

**AS 130 Artist in America**

This team-taught course will survey the relationship between various artistic forms in the American experience. The methodology will be interdisciplinary in the examination of the social and cultural milieu which has shaped the artist and his or her themes. Some of the specific subjects to be covered include: "The Tension Between Popular and 'Serious' Music," "Literature and Painting," "The Role of Cultural Dictators," "Jazz: A Native Art Form," "The Poet in a Mass Society," and "Film: A Collaborative and Popular Art." *3 credits*

**AS 189 Literature and Religion:  
The American Experience**

This course surveys the relationship of literature to religion in the history of American letters. Beginning with the moral didacticism of early Puritan literature, the American writer has manifested a persistent concern with religio-ethical matters as well as the impact of religious institutions in shaping our social and cultural environment. Using literary texts by major American writers, the course evaluates both the critical perspective and relevance of the imaginative writer's treatment of religious questions. *3 credits*

**AS 201 The American Intellectual Tradition**

This course is a seminar on major ideas and themes which have helped shape American life. A conscious effort is made to demonstrate the interaction between intellectual, social, and cultural dynamics in the formation of America. *3 credits*

**AS 300 Independent Research Project**

During senior year, each American Studies major writes a research paper under the supervision of several participating faculty members. Students are encouraged to integrate different intellectual disciplines in the design and realization of their project. *3 credits*

**AS 361 The American Civil War: Myth and Reality**

This course is designed to expose the student to an interdisciplinary method of learning. While using standard historical texts to establish the facts regarding the American Civil War, this course explores the sometimes confusing and contradictory versions of the Civil War as depicted in literature, photography, feature films, documentary films, and other modes of expression. *3 credits*

**AS 383 America in the 1930's: A Decade of Change**

The Great Depression was the catalytic agent in the extraordinary transformation of America in the 1930's. During this decade, the changes occurring in the economic and political sectors provided the matter for American cultural life. By viewing feature films and documentaries, reading popular and serious fiction, surveying the American theater of the time, listening to the popular music, viewing the public and private art, reading the mass circulation and little magazines, the student will become acquainted with the complexities of this pivotal period in American life while being introduced to an interdisciplinary methodology. *3 credits*

Program in  
**Applied Ethics**

**Director:** L. Newton (*Philosophy*)

**Advisory Board:** Burch, Dillingham, Hannafey, S.J. (*Religious Studies*); Gordon (*Philosophy*); A. Katz (*Politics*); L. Katz (*Business Law*); Marie-Daly, Naser, T. Regan, S.J. (*Philosophy*); Obrig (*Nursing*), Schmidt (*Business*); Shiras, Tanner, Webber (*Applied Ethics*); R. Weber (*Engineering*)

The Program in Applied Ethics is an integrated set of interdisciplinary courses, seminars, lectures, colloquia, and workshops in the fields of business ethics, ethics of health care, science, law, government, engineering and communications. The unified approach to the theory and practice of ethical conduct is designed to raise the student's level of awareness of the moral dilemmas of his or her chosen field of practice, of allied fields, and of the society as a whole. The program, which received its initial impetus from a grant from the National Endowment for the Humanities, now offers a series of core-level and elective courses and seminars, and a 15-credit minor.



Requirements for a minor in applied ethics:

1. Core credits in Area III should include a philosophy course that emphasizes ethics, a religious studies course that emphasizes moral theology, and one intermediate level (200) course in applied ethics.
2. Beyond the core, courses should include:
  - a. 6-9 credits in intermediate AE courses (AE 281 through AE 299)
  - b. 6-9 credits in advanced AE seminars (AE 391 through AE 398); EV 300 (formerly AE 384) and AE 399 (independent study) will satisfy this requirement.
3. Substitutions are possible as approved by the Program Director.

*Prerequisites for the Applied Ethics curriculum offering:*

AE courses are normally taken to fulfill the fifth core requirement in Area III, Philosophy, Religious Studies and Applied Ethics. One course in Philosophy and one course in Religious Studies must have been completed for enrollment in any AE 200 course; two courses in each must have been completed for enrollment in any AE 300 seminar.

**AE 281 Ethics of Communications in Business and the Media**

An inquiry into the moral dilemmas of media management and corporate communication. Topics include advertising and marketing practices, especially political advocacy and messages targeted to vulnerable audiences, truth and loyalty in public relations practices, the philosophical and constitutional bases of freedom of the press, and problems of systematic media bias.

*3 credits*

**AE 282 Ethics and the Computer**

An inquiry into the legal and ethical dilemmas spawned by the proliferation of computers and computer-dependent technology in our society. Topics include the right of privacy, the centralization of power, the impact on employment, computer crime, patents, property and liability, realities of interaction between human and machine, and the possibilities of artificial intelligence.

*3 credits*

**AE 283 Environmental Justice**

*(This course is cross-listed under Environmental Studies as EV 283)* This course offers a comprehensive study of the political impact of our global environmental crisis examined through the lens of the relationships between self, society and the natural world. We research scientific, ethical and economic perspectives that impact our ecological reality and explore insights from diverse spiritual and cultural traditions. Working in self-selected groups, students have the opportunity to report on alternative cultural models and activist movements aimed at creating a global sustainable future. Students may not take both AE 283 and EV 283. *3 credits*



**AE 284 Environmental Ethics**

A survey of the current problems in reconciling the demands of economic activity and the requirements of ecological balance. Issues considered include: the wise use of resources, pollution of land, air, and water, conservation of species and open space, and global climatic change.

3 credits

**AE 285 Ethics of Health Care**

An inquiry into the moral dilemmas of the health care setting. Among the topics considered are patients' rights (paternalism; informed consent to therapy and participation in research); dilemmas of life and death (euthanasia, abortion, care for the dying); allocation of health-care resources; special dilemmas of health-care professionals.

3 credits

**AE 286 Ethics of Research and Technology**

An exploration of the moral dilemmas that attend the search for application of scientific knowledge. Topics considered include the methods of science and their limits (e.g., in research with human subjects; scientific fraud, its dimensions and prevention; and the effects of rapidly expanding fields of technology on medicine and industry.

3 credits

**AE 289 Health Care Policy**

This course explores the ethical dimensions of the large and rapidly growing area of interface among the worlds of health care, business, and public policy. The professional ethic of the nurse or physician does not fit well with the profit orientation of business, nor does the commitment of the professional to the individual client fit well with a public policy orientation to the common good. Lectures and class discussion, with frequent opportunities for student presentations, address the new and painful questions that arise as health care becomes "managed."

3 credits

**AE 290 Ethics in America: The Telecourse**

A survey of ethics in which televised discussions of selected topics in Applied Ethics (Ethics in Government, Ethics in the Military, Medical Ethics, Business Ethics, etc.) are instrumental in illustrating the basic concepts of the Western tradition in ethical reasoning (Autonomy, Justice, Privacy, Community, etc.). The discussions feature influential public figures in each field; readings include many of the most important writings in the history of ethics. Format: lecture-discussion, with in-class video presentations.

3 credits

**AE 291 Business Ethics**

An investigation of ethical problems in business practice. Topics include personal morality in profit-oriented enterprises; codes of ethics; obligations to employees and other stakeholders; truth in advertising, whistle-blowing and company loyalty; regulation, self and government; the logic and future of capitalism.

3 credits

**AE 293 Ethics of War and Peace**

A survey of ethical issues that attend policymaking in the area of international conflict and national preparedness. Special emphasis is placed on the dilemmas confronting the

defense industry when defense policy is controversial and procurement policy is subject to public criticism. Topics include Just War theory, the morality of deterrence, the place of private enterprise in public defense, the papal encyclical *Pacem in Terris*, and the professional ethic of the soldier.

3 credits

**AE 294 Organizational Ethics:****Media, Politics and the Corporation**

An exploration of the ethical dimensions of the complex relationship between the media and the political process. Topics include the moral infrastructure of our major societal associations - government, the corporation, and the mass media - social structuring of reality, the creation and projection of political and corporate images, the place of individual conscience in the organization, individual integrity and choice in the financial world, and economic pressures for conventional judgement.

3 credits

**AE 295 Ethics in Law and Society**

An inquiry into the ethical dilemmas of making, enforcing, adjudicating, obeying, and practicing the law. Topics include the nature of law and the province of jurisprudence, legal and moral responsibility, conscientious objection, the moral infrastructure of the Constitution, comparative law, and the limits of adjudication.

3 credits

**AE 296 Ethics in Government**

An investigation of the moral dilemmas pertaining to governing and being governed. Topics include the ethical dimensions of the making of public policy; civil rights and civil liberties; corruption in government; war, peace, revolution, and the moral principles that govern them; terrorism; preservation of the environment; and the nature and limits of representative government.

3 credits

**AE 297 Ecofeminism**

This course explores the historically strong association between women and nature, in which the image of Mother Earth is central, and critiques the power-as-domination assumption of our culture shown in the exploitation of women and of the earth itself. Religious, psychological, social, historical and scientific manifestations of this assumption will be examined, along with alternate models of power and responsibility.

3 credits

**AE 298 Ethics and Feminist Perspectives**

This course is a philosophical inquiry into the ethical implications of social institutions from perspectives developed in contemporary feminist literature. The course explores the psychological and ethical dimensions of social and family oppression, environmental racism, medical paternalism, economic imperialism, and patriarchal structures in the major religious traditions.

3 credits

**AE 299 Special topics in Applied Ethics**

A program of course, field and library work, arranged with the instructor. Proposals for special topics must be approved by the Director and the Dean of Arts and Sciences.

3 credits

**AE/BU 391 Seminar in Business Law, Regulation and Ethics (Capstone Seminar)**

An interdisciplinary study of these three aspects of the business environment. Topics focus on the interaction of law and ethics, and the regulatory public policy issues in such areas as multiculturalism, work and family, the environment, product safety, international business, and advertising. This course is the capstone experience for students minoring in Business Law, Regulation and Ethics. Prerequisites: AE 291, BU 11, plus two additional courses in either law or applied ethics, or permission of the instructor. (**Note:** this course is cross-listed with BU 391; students may not take this course twice using distinct designations.) *3 credits*

**AE 393 Seminar in War, Peace, and Public Policy**

An inquiry into the philosophical, political, and religious aspects of war and peace. Topics include the origin and development of just war theory, the pacifist tradition, and military preparedness. The focus is on the increased complexity of the issues in the 20th century and especially in the nuclear age. Discussion format. Open to juniors and seniors by permission of Coordinator. *3 credits*

**AE 395 Seminar in Legal Ethics**

An investigation of the peculiar ethical dilemmas confronting lawyers: confidentiality, protection of the guilty, roles in public policy, conflict of interest, and, in general, responsibility for the functioning of the adversary system. Format: discussion. Open to juniors and seniors with permission of Coordinator. *3 credits*

**AE 396 Seminar in Ethics and Government**

An inquiry into the dilemmas of lawmaking and governing: principles, tradeoffs and compromises; dirty hands and the relation between government and the individual; international politics, presidential secrecy, covert action, and political trust. Format: discussion. Open to juniors and seniors with permission of Coordinator. *3 credits*

**AE 397 Seminar in Bioethics I: Life and Death**

An intensive study of selected problems in the ethics of medicine and health care practice, including abortion, euthanasia, pre-natal diagnosis, reproductive engineering and surrogate motherhood, and treatment decisions for very ill newborns. Format: student and guest presentations. Open to juniors and seniors with permission of Coordinator. *3 credits*

**AE 398 Seminar in Bioethics II: Professional Responsibility**

An intensive study of selected problems in the ethics, law, and public policy surrounding health care, especially in the United States. Topics include research with human subjects, the professional-patient relationship, allocation of scarce resources and cost containment. Format: student and guest presentations. Open to juniors and seniors with permission of Coordinator. *3 credits*

**AE 399 Special Topics in Applied Ethics**

A program of course, field and library work, arranged with the instructor. Proposals for special topics must be approved by the Director and the Dean of Arts and Sciences.

*3 credits*

**EV 300 Seminar on the Environment (Capstone Experience)**

Environmental Studies naturally integrates the hard sciences (biology, chemistry, and physics), the social sciences (including politics, law, and business) and the humanities (especially English literature and religious studies). It already has its own ethics component, interdisciplinary in content between policy studies and philosophy. The Capstone Experience provides each student with an opportunity to review perspectives on the natural environment from each of these disciplinary groups, and to conduct an independent research project which must demonstrate, in one limited problem, a mastery of the scientific basis, the policy options, the ethical implications of these options and their larger cultural significance. *3 credits*

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Program in  
**Asian Studies**

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**Director:** E. Murphy (*Sociology and Anthropology*)

**Program Faculty:** Davidson (*Religious Studies*), DeAngelis (*History*), A. Katz (*Politics*), Rajan (*English*), Schwab (*Visual and Performing Arts*), Tong (*Philosophy*)

The Asian Studies program focuses on a region that is home to fully half of humanity, the world's most populous democracy, and the fastest growing economies in the world. The importance of Asia in the world political and economic system, and particularly its growing impact on the United States, demand a firm understanding of the history, cultures, politics, and economics of the Asian countries. All of us, regardless of major or profession, will be affected by past, present, and future events and developments in Asia.

Combined with a major in a regular discipline, the Asian Studies minor prepares the student for a career in international business or banking, journalism, teaching, the United States government, or in international organizations, or for further studies in graduate or professional school.

A minor in Asian Studies requires a total of 18 credits distributed as follows:

1. AN 310 Asian Studies Seminar, to be taken in the junior or senior year. AN 301 Independent Study may be substituted if the seminar is not offered, or if Program Faculty approve a student proposal for Independent Study in lieu of the seminar.
2. One course in either English, Philosophy, Religious Studies, or Visual and Performing Arts, and one course in either Sociology and Anthropology, Economics, History, or Politics; both courses are to be selected from the course offerings listed on this page.
3. Any three other courses listed on this page. Up to six credits (two semesters) of this section may be drawn from one year of the study of an Asian language.

Study abroad in Asia is not required for the minor, but is strongly recommended. Some courses taken abroad may be counted toward the minor.

## Courses Available for the Asian Studies Minor

### Asian Studies

- AN 301 Independent Study  
AN 310 Asian Studies Seminar

### Economics

- EC 298 Independent Study\*

### English

- EN 368 Imperial Fictions and Colonial Voice Overs

### History

- HI 282 Social and Cultural History of China & Japan  
HI 283 Modernization in China and Japan  
HI 363 China in Revolution  
HI 364 Tradition, and Revolution in Southeast Asia  
HI 399 Independent Study\*

### Modern Languages and Literatures

- CI 11-12 Basic Chinese  
CI 101- 102 Intermediate Chinese  
Basic Japanese JA 11-12  
JA 101- 102 Intermediate Japanese

### Philosophy

- 233 Introduction to Oriental Philosophy P H  
PH 298 Senior Essay\*

### Politics

- 145 The Major Powers of Asia P O  
PO 146 Vietnam and the American Experience  
PO 246 Seminar on China  
PO 346 Seminar on Vietnam  
PO 398 Senior Independent Research\*

### Religious Studies

- RS 10 Introduction to Religious Studies:  
Asian Religions  
RS 187 Hinduism  
RS 188 Buddhism  
RS 191 Religions of China and Japan  
RS 192 North Pacific Tribal Religion  
RS 260 Religious Studies Seminar\*\*  
RS 301 Independent Study\*

### Sociology and Anthropology

- 150 Societies and Cultures of Asia and the Pacific A Y  
AY 199 Societies and Cultures of East Asia

### Visual and Performing Arts

- AH 100 Arts of India, China & Japan

### AN 301 Independent Study

This program is defined by the student in consultation with a director from the Asian Studies faculty. 3 credits

### AN 310 Asian Studies Seminar

This seminar examines selected topics concerning Asian cultures, with a focus on the nineteenth and twentieth centuries along the Asian Pacific rim. Both theoretical and historical issues are of primary concern. The seminar's focus is on a specific topic within the arts and sciences. Enrollment in the seminar is by permission of the professor. 3 credits

*\*May be taken with the approval of the appropriate department and in consultation with the Asian Studies Program faculty. No student may satisfy the requirements of the minor by taking more than one independent study course.*

*\*\*When treating Asian themes and taught by Asian Studies faculty RS 260 (Religious Studies Seminar) may be approved for credit toward the minor.*



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 Department of

## Biology

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**Professors:** Braun, Brousseau, Poincelot (*Chair*), Ross (*Emeritus*)

**Associate Professor:** Hodgkinson

**Assistant Professors:** Barone, Chambers, Harriott, A. Hill (*Graduate School Advisor*), Krause (*Health Sciences Advisor*)

**Instructors:** Choly, Zavras

**Assistant Research Professors:** Bradley, M. Hill

## Requirements for the Biology Major

Students who selected Biology major after September 1, 1998 must satisfy the following requirements:

### *General Requirements*

The Biology major prepares students for future professional work in the life and health sciences. During the first two years of the program, the Department requires General Biology I and II (BI 91-92), Genetics (BI 221), Ecology (BI 260), and two semesters each of Inorganic Chemistry (CH 11-12), Organic Chemistry (CH 211-212), General Physics for the Life Sciences (PS 83-84), and Calculus (MA 21-22). During the last two years of the degree, a minimum of five additional biology courses and successful completion of a capstone experience are required (described below).

### *Detailed Requirements*

To ensure breadth of exposure to areas in biology, at least one course must be taken from each of the three blocks specified below. The two remaining Biology course electives may be any 200 or 300 level courses. (Note: A full year of Human Anatomy and Physiology, (BI 107-108), may be used to satisfy the requirement of one course in the Physiology and Morphology block.) Three of these courses during the junior and senior years must include a laboratory component. Various upper level courses may be double-counted towards a departmental minor in Marine Science, the departmental concentration in Molecular Biology, or the interdisciplinary Environmental Science major.

### *The Capstone Experience*

The capstone experience presents students with the opportunity to pull together the diverse experiences and knowledge they have acquired as biology majors

and to focus these newly acquired skills on a specific problem or current area of biological research. At the heart of the capstone experience is the idea that learning requires participation. In the field, in the lab, through an internship, or in an upper-level seminar course, biology majors are exposed to the way that science is done. Capstone experiences are academically challenging and require Biology students to think critically and creatively. To satisfy this requirement, students may opt to work with a faculty member on a research project (BI 395 and/or BI 396), arrange an internship (BI 397 and/or BI 398), enroll in an upper-level seminar course (e.g., Coral Reef Ecology Seminar BI 363), or write a scholarly review paper on a current topic in biology (BI 296). To maximize its value, the capstone experience is normally completed during the senior year. Students intending to continue their studies in graduate school should consider participating in two or more terms of research. Because of the wide range of internship experiences, prior approval from your faculty mentor and the Chair is required to assure that the particular internship meets the aims of the capstone experience.

## The Blocks

*Molecular, Cell and Developmental Biology (7 courses):* Developmental Biology (BI 242), Microbiology (BI 252), Molecular Biology: The Nucleus (BI 254), Immunology (BI 256), Laboratory in Molecular Biology (BI 258), Bacterial Pathogenesis (BI 353), and Virology (BI 357).

*Ecology, Evolution and Environmental Science (7 courses):* Wetlands Ecology (BI 261), Marine Invertebrate Zoology (BI 262), Plant Biology: Evolution, Diversity, and Use (BI 268), Environmental Health and Safety (BI 270), Evolutionary Biology (BI 285), Molecular Markers in Ecology and Evolution (BI 286), and Coral Reef Ecology Seminar (BI 363).

*Physiology and Morphology (9 courses):* Human Anatomy and Physiology (BI 107-108), Cell Physiology (BI 211), Mammalian Physiology (BI 212), Endocrinology (BI 213), Nutrition and Metabolism (BI 217), Histology (BI 231), Parasitology (BI 240), Plant Biology: Structure and Development (BI 269), and Cell and Molecular Neuroscience (BI 311).

**Students who selected the Biology major before September 1, 1998 may satisfy the new requirements (listed above) or the old requirements (listed on next page).**

The older requirements differ only in the junior and senior years. A minimum of four block elective courses is required. One course is to be selected from each of the four blocks indicated below.

*Molecular Biology:* Microbiology (BI 252), Molecular Biology: The Nucleus (BI 254), Immunology (BI 256), Laboratory in Molecular Biology (BI 258), Bacterial Pathogenesis (BI 353), General Virology (BI 357).

*Morphological & Developmental Biology:* Comparative Anatomy (BI 202), Histology (BI 231), Parasitology (BI 240), Mechanisms of Animal Development (BI 242).

*Organismal Biology:* Wetlands Ecology (BI 261), Marine Invertebrate Zoology (BI 262), Coral Reef Ecology (BI 263), Entomology (BI 265), Animal Behavior (BI 267), Plant Biology: Evolution, Diversity, and Use (BI 268), Plant Biology: Structure, Development, and Environment (BI 269), Evolutionary Biology (BI 285), and Molecular Markers in Ecology and Evolution (BI 286).

*Physiological Biology:* Cell Physiology (BI 211), Mammalian Physiology (BI 212), Endocrinology (BI 213), Nutrition and Metabolism (BI 217).

## Choices in your Junior and Senior Year

The choice of block electives will vary according to the student's career objective and interest. Choices should be made after consultation with appropriate advisors within the Department. This would complete the Department's minimal requirement for the B.S. degree and be sufficient to produce a professional biologist. The student has six (new requirements) or eight (old requirements) electives beyond this point, which can be additional block electives and/or advanced electives within the Department, or electives outside the Department. The elective portion of the program is, therefore, subject to individual modification based on the student's career interest and faculty consultation. For example, students interested in molecular biology may take advanced courses to fulfill a concentration in molecular biology. Similarly, students interested in biochemistry, environmental science or marine science may take additional biology and/or other science electives to fulfill minors in these three areas. Many other possibilities exist. Students interested in medical, dental or other allied health schools can take additional electives in biology to improve their chances for admission to the various professional schools. Biology students interested in science writing or journalism could minor or even double major in English.

Biology majors wishing to teach biology at the high school level could take a minor in Education.

The research interests of the faculty provide the opportunity for qualified seniors to participate in either laboratory or library investigations under the guidance of a professor in the student's chosen area of interest. Internships at off-campus institutions can also be arranged for qualified juniors and seniors. Thus, emphasis on the individual is found not only in the elective program but also in opportunities for independent study, laboratory research, and internships. One special internship option available to premed students is Fairfield University's Emergency Medicine Research Associates Program at nearby Bridgeport Hospital and at Yale New Haven Hospital, both teaching hospitals for the Yale University School of Medicine. While interns are not given clinical responsibilities, they observe medical care in its most basic elements in the Emergency Department. Furthermore, over the course of three years, they participate in all aspects of pursuing medical research: initiation, design, regulatory approval, implementation, data analysis, and presentation.

The Biology Department also offers one concentration and one minor that supplement the normal biology major. The concentration is in molecular biology. The minor is in marine science. Both require additional coursework beyond the biology major, as explained below:

*Biology Major with a Concentration in Molecular Biology.* The student will be required to take four courses from the following group: Cell Physiology (BI 211), Microbiology (BI 252), Molecular Biology: The Nucleus (BI 254), Immunology (BI 256), Laboratory in Molecular Biology (BI 258), and General Virology (BI 357). One of the courses in the BI 252 and 357 group may be used to satisfy the Molecular Biology block requirement. Interested students should consult with Dr. Phyllis Braun.

*Biology Major with a Minor in Marine Science.* The minor consists of a total of six courses, two required courses plus four additional courses to be selected from a list that includes Marine Invertebrate Biology (BI 262) and Coral Reef Ecology (BI 263). Either of those courses may be double-counted to satisfy the Organismal block requirement in the Biology major. Interested students should read the section in this catalog on the Marine Science minor and should consult with the Program Director, Dr. Diane Brousseau.

Biology majors might also be interested in pursuing minors in biochemistry and environmental science. The Biochemistry minor is offered through the Chemistry Department; see the Chemistry entry in this catalog for details. The Environmental Science minor is offered jointly the Biology, Chemistry and Physics Departments; see the Environmental Science entry in this catalog for details.

Students can pursue the following advanced education or careers upon graduation with a biology major:

*Allied Health School*

Chiropractic	Optometry
Epidemiology	Osteopathy
Genetic Counseling	Physiotherapy
Mortuary Science	Public Health
Naturopathy	Podiatry
Nutrition	

*Business*

Health Care Industry	Hospital Administration
Health Insurance	Pharmaceuticals

*Dental School*

*Graduate School*

Animal Science	Evolutionary Biology
Biochemistry	Genetics
Biocommunications	Genetic Engineering
Biomathematics	Marine Biology
Biomedical Engineering	Microbiology
Biophysics	Molecular Biology
Biotechnology	Natural History
Conservation Biology	Neuroscience
Developmental Biology	Pharmacology
Ecology	Physiology
Education	Plant Science
Environmental Science	Toxicology

*Law School (Forensic or Environmental Law)*

*Local, State, and Federal Government*

(positions requiring a knowledge of biology)

*Medical School*

*Veterinary School*

**Bachelor of Science**

(Major in Biology)

	Credits	
	Fall	Spring
<b>First Year</b>		
General Biology (BI 91-92)	4	4
Chemistry (CH 11-12)	4	4
Mathematics (MA 21-22)	3	3
Core	3	3
Core	3	3
<b>Sophomore Year</b>		
Biology (BI 221, BI 260)	3	4
Chemistry (CH 211-212)	5	5
Physics (PS 83-84)	4	4
Core	3	3
Core	3	3
<b>Junior Year*</b>		
Biology Block Elective	3-4	3-4
Biology Elective	3	3
Elective	3-4	3-4
Core	3	3
Core	3	3
<b>Senior Year*</b>		
Biology Block Elective	3-4	
Biology Capstone Elective		3
Elective	3	3
Elective	3-4	3-4
Core	3	3
Core	3	3

\*The sequence for biology block electives, biology electives and capstone elective shown here are only suggestions. You may arrange them differently.



**Minor in Biology**

A minor in biology requires completion of:

- (a) BI 91-92 and
- (b) Any three biology courses which carry course numbers of 100 to 270. Double-counting is not allowed.

**BI 15 General Biology I**

An introduction to the study of biology for the nonscience major. The purpose of the course is to familiarize the student with the general biological principles that govern the activities of all living systems. Concepts such as the biochemical origin of life, cellular morphology and physiology, and human genetics are presented. **Note:** this course counts as a science core course, but does not satisfy requirements for the Biology major or minor. 3 lectures. *3 credits*

**BI 16 General Biology II**

Biological systems will be studied in detail, such as the human organism with emphasis on pathophysiology; diversity of life; and evolution. Emphasis will be determined by instructor. **Note:** this course counts as a science core course, but does not satisfy requirements for the Biology major or minor. 3 lectures. Prerequisite: BI 15 *3 credits*

**BI 33 Human Biology: Form and Function**

This course represents a basic introduction to the anatomy and physiology of humans. The major organ systems of the body are examined. Attention is focused on how each system functions, and how all systems interact with one another. Using comparative methods, students will come to appreciate the evolutionary origins of human form. The course examines how design problems (such as sharing a tube for breathing and eating) were overcome. Current issues in public health are discussed, and attention focuses on the environmental health problems that human populations face. **Note:** this course counts as a science core course, but does not satisfy requirements for the Biology major or minor. 3 lectures. *3 credits*

**BI 70 Science, Technology and Society**

This course analyzes the major issues of science and technology that confront today's society. An understanding of these issues will be achieved through examination of the underlying science. The issue's impact upon the environment, natural resources, and society is explored. Expectations in terms of benefits and hazards are covered. The thrust of this course is understanding through asking the right questions. Issues are ongoing and subject to change. Current topics include acid rain, agriculture, disease (AIDS, cancer, and heart), energy, genetic engineering, greenhouse effect, ozone depletion, and water pollution. **Note:** this course counts as a science core course, but does not satisfy requirements for the Biology major or minor. 3 lectures. *3 credits*

**BI 72 Horticulture**

An understanding of horticulture for nonscience majors is achieved through the examination of basic horticultural science, practice, and plant material. The science aspect covers



nomenclature, plant parts, basic processes, and plant development as influenced by the environment. Practices include propagation, management of the indoor and outdoor environments, and cultural needs. Plant materials covered include ornamental plants (flowers, shrubs, trees, lawns, greenhouse and house plants), vegetables, fruits, nuts, and herbs. **Note:** this course counts as a science core course, but does not satisfy requirements for the Biology major or minor. 3 lectures. *3 credits*

**BI 75 Ecology and Society**

Students examine the available scientific evidence, and are encouraged to draw their own conclusions concerning environmentally sensitive issues. These issues are covered through lectures, readings, films, and occasional off-campus field trips (by arrangement). Areas of concern include environmental issues raised by modern society's conflicting needs for land, water, a livable environment, and renewable/nonrenewable resources. This course is open to all except biology majors. **Note:** this course counts as a science core course, but does not satisfy requirements for the Biology major or minor. 3 lectures. *3 credits*

**BI 76 Human Heredity**

A course designed to introduce the nonscience major to the principles of human inheritance. The mechanism of gamete formation and the chromosomal and biochemical basis of heredity are discussed along with their effects upon changes in the phenotype. An introduction to population genetics, race formation, and eugenics is presented. **Note:** this course counts as a science core course, but does not satisfy requirements for the Biology major or minor. 3 lectures. *3 credits*

**BI 77 Human Embryology**

Introduction to Human Development; The Anatomy and Physiology of the Reproduction System. Gamete formation is discussed along with cleavage, gastrulation and the formation of the organ systems. Laboratory demonstrations are provided via closed circuit TV. **Note:** this course counts as a science core course, but does not satisfy requirements for the Biology major or minor. 3 lectures. 3 credits

**BI 78 Introduction to Marine Science**

A course designed to introduce the nonscience major and the beginning biology major to the field of oceanography. Consideration is given to the physical, chemical, geological, and biological aspects of the world's oceans with special emphasis on marine habitats and the organisms living in them. **Note:** this course counts as a science core course, but does not satisfy requirements for the Biology major or minor. 3 lectures. 3 credits

**BI 79 Rainforest Ecosystems**

This course is designed to introduce the non-science major to the rainforest. The rainforest ecosystem is examined from a botanical and environmental perspective. Temperate (North American) and tropical (South American, African and Asian) rainforests are examined in this context. The importance of biological diversity and natural products is emphasized. Solutions for saving rainforests are analyzed. **Note:** This course is sometimes offered as part of the Interdisciplinary Learning Community, Latin American Studies: The Rainforest Community. **Note:** this course counts as a science core course, but does not satisfy requirements for the Biology major or minor. 3 lectures. 3 credits

**BI 80 Tropical Marine Biology**

This course will examine the ecology of tropical marine communities focusing on marine species common to the Caribbean basin. The biology of coral reefs, seagrass beds and mangrove forests will be addressed in detail and their interdependence explored. This course will satisfy a science requirement and can be used as an elective in the Marine Science minor. It is sometimes offered as part of the Interdisciplinary Learning Community: The Caribbean Environment. **Note:** this course counts as a science core course, but does not satisfy requirements for the Biology major or minor. 3 lectures. 3 credits

**BI 85 Introduction to Environmental Science**

The science of the environment is presented through examination of the interconnections among physical, chemical and biological fields of inquiry. During the semester, field and laboratory studies of campus environments are completed as part of a long term monitoring program. Human impacts on the environment are measured directly with land-use analyses, water quality assessments and biological surveys. Students develop an informed scientific basis on which to formulate their own perspectives on living in the environment. **Note:** this course counts as a science core course, but does not satisfy requirements for the Biology major or minor. 2 lectures, 1 lab. 3 credits

**BI 91-92 General Biology (Majors)**

An introduction to biology for the biology major. The course covers the classification and phylogenetic survey of the plant, animal, and other biological kingdoms. An examination of the cytology, anatomy, physiology, and development of representative organisms in each kingdom is considered. 3 lectures, 1 lab. 4 credits

**BI 107-108 Human Anatomy and Physiology**

This course is recommended for students of nursing education, and liberal arts. It is designed to give familiarity with the anatomy and physiology of body processes with special emphasis on the practical aspects of circulation, respiration, digestion, reproduction, the glands of internal secretion, and including techniques for measuring blood pressure, blood typing, and others. Biology majors can take this two-semester course, which can be used to satisfy one block, either the morphological and developmental or physiological block. 3 lectures, 1 lab. 8 credits

**BI 151 Elements of Microbiology**

A course in microbiology for nursing students and future health care professionals. Topics presented include the structure and function of bacteria, viruses, yeasts, molds, antibiotics, and bacterial genetics. Also, mechanisms of microbial invasion and the body's immunological response are examined. 3 lectures, 1 lab. 4 credits

**BI 202 Comparative Anatomy of Chordates**

A detailed and systematic study of the chordate skeletal, integumentary, muscular, respiratory, urogenital, nervous, and endocrine systems with special emphasis on the anatomy of a mammal as compared with the anatomy of the other classes of chordates. 2 lectures, 2 labs. Prerequisites: BI 91-92. 4 credits

**BI 203/PY 203 Statistics for the Life Sciences**

This is an introductory course in statistical methodology and analysis. It includes descriptive statistics, such as frequency distributions, central tendency, variability, and correlation, as well as an introduction to probability, sampling theory, and tests of significance, including the t-test, Chi Squared, ANOVA, and non-parametric statistics. The laboratory is designed to complement the course by giving students supervised computation and problem-solving exercises with calculator and computer. 3 lectures, 1 lab. 4 credits

**BI 211 Cell Physiology**

A study of life at the cellular level. The physicochemical nature of the function and integration of the ultrastructure components of procaryotic and eucaryotic cells are considered. Included is a treatment of the current aspects of the generation and storage of chemical energy by cells as well as the composition, structure and assembly of biological membranes and their role in internal regulation as influenced by external agents. The laboratory emphasis is on techniques in cell physiology and the identification of biochemical substances. 3 lectures, 1 lab. Prerequisites: BI 91-92; CH 11-12, 211-212. 4 credits



**BI 212 Mammalian Physiology**

A consideration of homeokinesis in the mammalian organism studied by means of a comprehensive survey of the morphology and physiology of the organ systems of the human body. 3 lectures, 1 lab. Prerequisites: BI 91-92; CH 11-12, 211-212.

*4 credits*

**BI 213 Endocrinology**

A study of the glands of internal secretion, their location, anatomy, and function. The nature of their secretions and importance in the regulation of body functions will be discussed. 3 lectures. Prerequisites: BI 91-92; CH 11-12, 211-212.

*3 credits*

**BI 217 Nutrition and Metabolism**

A consideration of the roles of carbohydrates, lipids, protein, vitamins, minerals and water in mammalian nutrition. The physiology of animal digestion, absorption, and intermediary metabolism will be examined in relation to nutritional needs and energy balance. Recent developments in the application of nutritional findings to metabolic disorders such as diabetes, heart disease, and neurochemical deficits will be treated and evaluated in relation to the principles of animal nutrition. 3 lectures. Prerequisites: BI 91-92; CH 11-12, 211-212.

*3 credits*

**BI 221 Genetics**

This course offers a comprehensive study of the fundamental principles of classical and molecular genetics. Major topics include transmission (Mendelian) genetics, gene linkage and mapping, fundamentals of molecular biology, molecular approaches to genetic analysis, genetic engineering and recombinant DNA technology, microbial genetics, developmental genetics and population genetics. The role of genetics in evolutionary biology is emphasized. 3 lectures. Prerequisites: BI 91-92.

*3 credits*

**BI 231 Histology**

A study of the microscopic anatomy of vertebrate animals; the morphology of cells and their combinations in the various tissues and organs of the body. The structure of cells, tissues, and organs is constantly related to their functions in the different vital processes, and to the participation of the fundamental tissues in the formation of organs and systems of organs. 2 lectures, 2 labs. Prerequisites: BI 91-92.

*4 credits*

**BI 240 Parasitology**

An introduction to the biology of parasites of humans and domestic animals. Emphasis on the host-parasite relationship provides an opportunity to integrate acquired knowledge of host and parasite anatomy, biochemistry, physiology, ecology and immunology. In addition, the molecular biology of selected parasites will be discussed. Laboratory exercises will include examination of preserved and living organisms (obtained locally and maintained in the laboratory) as well as experimental design and evaluation. 2 lectures, 2 labs. Prerequisites: BI 91-92, 221, 260; CH 11-12, 211-212.

*4 credits*

**BI 242 Mechanisms of Animal Development**

This course explores how the transition between a single-celled, fertilized egg and a multicellular animal is accomplished. Emphasis is placed on the dynamic interactions that occur at the molecular level to tightly control developmental processes. Topics include mechanisms of cell fate and differentiation, the molecular basis of differential gene expression, analysis of the molecular cues regulating body axis formation, environmental regulation of animal development, and developmental mechanisms of evolutionary change. The laboratory for this course consists of student-designed group research projects using key animal model systems. Formerly listed as Vertebrate Embryology, and most recently as Developmental Biology. 3 lectures, 1 lab. Prerequisites: BI 91-92, 211.

*4 credits*

**BI 252 Fundamentals of Microbiology**

A comprehensive introduction to microbiology. Lecture topics include microbial cell structure, physiology, genetics, evolution and taxonomy, diversity, enumeration methods, ecology, and applied microbiology. Lab sessions will introduce microbiological techniques, such as aseptic technique, microscopy, bacterial staining and culture techniques, and other methods to study the biology of microorganisms. The student uses skills acquired in the lab to examine the diversity of microorganisms in the biosphere. Formerly listed as Microbiology. 3 lectures, 1 lab. Prerequisites: BI 91-92, 211 and CH 211-212.

*4 credits*

**BI 254 Molecular Biology: The Nucleus**

An introduction to molecular biology. This course examines protein structure, DNA structure, RNA structure, the role of DNA and RNA in protein synthesis and the replication and repair of DNA and RNA in eucaryotic and procaryotic cells. The effects of mutations will be related to DNA, RNA, and proteins. 3 lectures. Prerequisites: BI 91-92; CH 11-12, 211-212.

*3 credits*

**BI 256 Immunology**

An introduction to immunology. This course will cover the humoral and cellular basis of immune response. Antigens, the structure and function of immunoglobulins, antibody formation and living/experimental manifestations of the immune response will be emphasized. 3 lectures. Prerequisites: BI 91-92; CH 11-12, 211-212.

*3 credits*

**BI 258 Laboratory in Molecular Biology**

This course is designed to provide practical experience for biology majors in recent advances in molecular biology and biotechnology. The course will allow the student to become familiar with the manipulation of genetic material (DNA) and to understand the techniques which are used for the isolation and characterization of genes. Lecture and laboratory sessions will cover topics such as the principles of aseptic technique, isolation of plasmid DNA from bacteria, transformation of bacteria and yeast, restriction enzyme digestion, agarose and polyacrylamide gel electrophoresis and gene manipulation. 1 lecture, 2 labs. Prerequisites: BI 91-92; CH 211-212 and either BI 221 or 254.

*3 credits*



**BI 260 Ecology**

A hierarchical approach to scale and complexity is used to present ecology at different levels such as species, populations, communities and ecosystems. Through quantification of natural history, the course investigates mechanisms of and responses to environmental change. Concepts of energy flow and nutrient cycles are introduced and discussed within local, synoptic and global frameworks. Laboratory exercises and field trips to local ecosystems are used to demonstrate ecological interconnections. 3 lectures, 1 lab. Prerequisites: BI 91 and 92 (General Biology I & II), CH 11 and 12. *4 credits*

**BI 261 Wetlands Ecology**

Wetlands have many distinguishing features, the most notable of which are the presence of standing water, unique wetland soils and vegetation adapted to or tolerant of saturated soils. In this course, students will explore wetland structure and function. Primary emphasis will be on energy flows and nutrient cycles in North American freshwater and saltwater wetland ecosystems. Field/research trips to local wetland environments will familiarize students with the science and management potential of these ecotones between terrestrial and aquatic systems. 3 lectures, 1 lab. Prerequisite: BI 260. *4 credits*

**BI 262 Marine Invertebrate Zoology**

A study of the phylogeny, morphology, and physiology of the major marine invertebrate groups, with emphasis on local fauna. The laboratories will include field trips to the coast to

collect specimens for identification and study. 3 lectures, 1 lab. Prerequisites: BI 105 or 260. *4 credits*

**BI 265 Entomology**

An introduction to the study of insects. The course will stress principles of insect morphology, physiology, and taxonomy. Laboratories will be devoted to examination of representatives of the more familiar insect orders. 2 lectures, 1 lab. Prerequisites: BI 91-92. *3 credits*

**BI 267 Animal Behavior**

An examination of data which pertain to the following generalizations: the behavioral repertoire exhibited by an animal is closely dependent upon the complexity of the nervous system; the behavioral response is dependent upon the hormonal state and specific environmental stimuli; the behavior is adaptive and functionally indispensable in survival of the species; many behavioral patterns are periodic; capacity for behavioral expression is inherited; behavior has evolved and is subject to natural selection. 3 lectures. Prerequisites: BI 91-92, 221, 260. *3 credits*

**BI 268 Plant Biology:  
Evolution, Diversity, and Use**

An advanced study of vascular plants. The course will stress the evolution of land plants, a detailed and systematic study of plants, and economic botany. 2 lectures, 1 lab. Prerequisites: BI 91-92. *3 credits*



**BI 269 Plant Biology:****Structure, Development, and Environment**

An advanced study of seedless and seed vascular plants. Emphasis will be placed on structure, function, and development. The environmental relationships of plants to soil, light, water, temperature, and other organisms will be examined. The genetic engineering of plants in relation to these factors will be discussed. 2 lectures, 1 lab. Prerequisites: BI 91-92.

*3 credits*

**BI 270 Environmental Health and Safety**

This course focuses on the environmental, health and safety aspects associated with the usage and exposure to biologicals, chemicals and radiation. The risks, hazards and environmental impact associated with hazardous materials will be examined. Methods to minimize risk and environmental pollution will be addressed. Regulations on the federal and state level associated with hazardous materials will be discussed. Conducting safety audits and inspections in the lab context and proper methods of disposal for hazardous materials will be covered. 2 lectures, 1 lab. Prerequisites: CH 11 and 12 (General Inorganic Chemistry I & II).

*3 credits*

**BI 285 Evolutionary Biology**

The course begins with an examination of the intellectual origins of biological thought and includes a study of the historical factors that contributed to Charles Darwin's development of the theory of evolution. Topics covered in some detail include the evidence for evolution, the forces affecting evolution (e.g., mutation, migration, genetic drift and selection), and natural selection as the basis of adaptation. Philosophical and practical aspects of defining species and reconstructing phylogenetic relationships are also discussed. Students critique (individually and in groups) current papers in evolutionary biology on topics such as punctuated equilibrium theory, Darwinian medicine, human origins, co-evolutionary arms races, systematics and biodiversity, and the evolution of sex. Formerly listed as BI 295. 2 lectures, 1 lab/tutorial. Prerequisites: BI 91-92, 221, 260.

*3 credits*

**BI 286 Molecular Markers in Ecology and Evolution**

Students are introduced to the range of molecular markers available to address theoretical and applied questions in evolution, ecology, conservation biology and forensics. Lectures cover the nature and historical development of molecular markers and the interpretation and analysis of molecular data. Students gain first hand experience with molecular techniques such as protein electrophoresis, DNA extraction, restriction digestions, the polymerase chain reaction (PCR), and DNA sequencing. Students analyze data generated in the lab using a variety of computer packages. 2 lectures, 1 lab. Prerequisites: BI 91-92, 221, 260.

*3 credits*

**BI 296 Special Topics in Biology**

This course, open to seniors only, requires library research and the writing of a scholarly paper on a special topic. The student must discuss the topic with and arrange for the consent of an appropriate professor prior to registration.

*3 credits*

**BI 353 Bacterial Pathogenesis**

This course examines the role of prokaryotes in disease. Emphasis is placed on the genetics and physiology of the mechanisms of pathogenesis. Aspects of the human immune response, host-parasite relationships, and the epidemiology of infectious disease are covered. 3 lectures. Prerequisites: BI 221, 252, and CH 211-212.

*3 credits*

**BI 357 General Virology**

This introductory course is designed to cover the entire field of virology, but special emphasis will be placed on animal viruses. Coverage will center on the physical, biochemical, and biological aspects of each bacterial, and animal virus class. Discussion will stress viral morphology, replication and assembly; pathogenesis of viral infections, and the epidemiology, prevention and control of viral diseases (formerly listed as BI 257). 3 lectures. Prerequisites: BI 91-92; CH 11-12, 211-212, BI 254 or permission of instructor.

*3 credits*

**BI 363 Coral Reef Ecology Seminar**

A study of the complex ecological relationships among the plants and animals inhabiting coral reef communities. This course will discuss such topics as reef development, coral symbiosis and growth, trophic dynamics on the reef, behavior of coral reef fishes and the effects of pollution on the coral reef ecosystem (formerly listed as BI 263, Coral Reef Ecology). Prerequisite: BI 260.

*3 credits*

**BI 395-396 Independent Research I & II**

A research thesis, involving laboratory investigation, is required. Seniors and qualified juniors wishing to register for this program must first obtain the consent of the professor supervising research in the area of their interest. Present projects include research on bacterial ecology and physiology, biostimulation of plants, cell wall biosynthesis, evolution of mammals, genetic regulation of animal development, mammalian physiology, neurons, population and disease dynamics of shellfish, and wetlands ecology. Formerly listed as BI 297-298.

*3 credits each*

**BI 397-398 Internships**

These internships are available for junior and senior level biology majors who are in good academic standing. While variable and subject to availability, present internships are available for students interested in allied health, environmental science, marine science, medicine, dentistry, biotechnology, and emergency medicine. Other internships are subject to individual arrangement. Transportation will be provided by the student. Students wishing to register for this program must first discuss it with the Chair and also obtain the consent of the professor supervising the internship. *Credit by arrangement*

Program in

## Black Studies: Africa and the Diaspora

**Director:** Forsythe (*History*)

**Advisory Committee:** Anderson (*Sociology and Anthropology*); Bucki, Coury, Petry (*History*), Garvey, O'Driscoll (*English*); Orman (*Politics*); Torff (*Visual and Performing Arts*); Mazon (*Office of Multicultural Relations, ex officio*)

This program explores the African diaspora and its interaction with culture and society in the Americas. Interdisciplinary in nature, the program combines humanities courses from literature, music, and film together with the social sciences and history to provide students with an understanding of the far-reaching impact of race and ethnicity across continents. The program explores the reality of Blacks in the United States, but in a broader historical and comparative perspective that is informed by the experiences of people of African descent throughout the Americas.

The 18-credit minor in Black Studies requires completion of:

1. Introduction to Black Studies, BL 101.
2. Five additional courses drawn from a variety of disciplines. These courses must be drawn from the social sciences or history, and from the humanities; no more than three courses can come from either area. The five courses must represent three different disciplines. At least three must be "Focus" courses while the other two may be "Component" courses.

### Focus courses

#### English

- EN 288 Colonial/Postcolonial West African Novel  
 EN 339 African-American Literature & Culture, 1900-1940  
 EN 340 Seminar on Alice Walker  
 EN 341 Early African-American Literature  
 EN 344 African-American Fiction, 1940-present  
 EN 371 African-American Women's Writing

#### History

- HI 262 African-American History, 1619-1865  
 HI 263 Inventing Themselves: African-American Women's History

- HI 264 African-American History from 1865  
 HI 291 Africans in the New World, 1500-1800  
 HI 292 Topics in the History of Africa

#### Politics

- PO 141 African Politics

#### Visual and Performing Arts

- MU 101 History of Jazz  
 MU 112 The Music of Black Americans

### Component courses

#### English

- EN 291 Black Bodies/White Bodies:  
 The Angst over Race  
 EN 337 Race, Culture, and American Realism  
 EN 348 Contemporary Women Writers of Color

#### History

- HI 238 The United States, 1850-1900  
 HI 239 Twentieth-Century U.S.  
 HI 342 Immigration, Ethnicity and Race  
 in U.S. History  
 HI 376 The Spanish Caribbean

#### Politics

- PO 143 Caribbean Politics

#### Sociology

- SO 162 Race, Gender, and Ethnic Relations  
 SO 163 Urban/Suburban Sociology

#### Religious Studies

- RS 135 Liberation Theology

#### Visual and Performing Arts

- AH 12 Intro to the Art History of  
 Asia, Africa, and the Americas  
 MU 100 American Popular Music  
 MU 122 World Music History and Ensemble

A list of approved courses for the minor is available from the Program Directors.

### BL 101 Introduction to Black Studies

This course provides an interdisciplinary introduction to the field of Black Studies, looking back to African contexts and the effects of colonialism, to the Atlantic slave trade and the Middle Passage, and to the arrival of Africans in the Americas. It examines the experiences of people of African descent in Latin America and the Caribbean, and then explores U.S. history and culture from African-American perspectives. Grounded in history and relying throughout on literary expression for illustration, the course material also introduces students to film, painting and sculpture, and music, as well as to approaches based in sociology, anthropology, politics, and religious studies.

3 credits



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Department of  
**Chemistry**


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**Professors:** Boggio, Elder, MacDonald, O'Connell  
*(Chair)*, Sarneski

**Associate Professor:** Steffen

**Assistant Professor:** Weddle

**Lecturers:** Cipolla, Mitnick, Petty

It is the mission of the department to provide a curriculum which ensures a comprehensive yet balanced exposure to the science of chemistry. Courses are provided for chemistry majors, for other physical science majors, for nonscience majors, and for students planning study beyond the associate degree.

The curriculum, staff, and facilities of the department are approved by the American Chemical Society as meeting its standards for professional training in chemistry.

The Chemistry major provides the student with a very flexible background relative to career options. In addition to employment in the chemical industry, students are prepared for graduate study in chemistry, medicine, dentistry, environmental science, law and business.

The Bachelor of Science in Chemistry can be achieved by taking either of two tracks: the traditional track or the "Biochemistry Option" track. The Biochemistry Option is not a new major, but a new sequence of courses leading to the B.S. in Chemistry.

## Bachelor of Science

(Major in Chemistry - traditional track)

	Credits	
	Fall	Spring
<b>First Year</b>		
Chemistry (CH 11-12 or 17-18)	4	4
Mathematics (MA 21-22)	3	3
Physics (PS 15-16)	4	4
Core courses	6	6
<b>Sophomore Year</b>		
Chemistry (CH 211-212)	5	5
Chemistry (CH 222)	—	5
Mathematics (MA 225-321)	3	3
Core and Electives	9	6
<b>Junior Year</b>		
Chemistry (CH 261-262)	5	5
Chemistry (CH 326-326 Lab)	3	2
Core and Electives	9	9
<b>Senior Year</b>		
Chemistry (CH 341-324)	4	3
Core and Electives	12	12

The above qualifies the student to receive a B.S. in chemistry but without American Chemical Society certification. To receive this certification, either CH 321 and CH 321 Laboratory replace two electives, or CH 398 replaces one elective.

- 1) The student intending to enter primary or secondary school teaching should consult annually with the Chairs of the Departments of Chemistry and Education for appropriate modifications of this curriculum.
- 2) The student intending to enter medical or dental school should consult with the Chair of the Chemistry Department for appropriate modifications of this curriculum, which will include taking BI 91-92 in freshman year in place of PS 15-16 which is taken in sophomore year.
- 3) Students may elect to take Biochemistry (CH 324) in the Junior Year.
- 4) It is strongly recommended that chemistry majors enroll in at least one term of Research (CH 398) in their senior year.

## Bachelor of Science

(Major in Chemistry - Biochemistry Option)

	Credits	
	Fall	Spring
<b>First Year</b>		
Chemistry (CH 11-12)	4	4
Biology (BI 91-92)	4	4
Mathematics (MA 21-22)	3	3
Core	6	6
<b>Sophomore Year</b>		
Chemistry (CH 211-212)	5	5
Chemistry (CH 222)	—	5
Physics (PS 15-16)	4	4
Mathematics (MA 225, MA 321)	3	3
Core and Electives	3	3
<b>Junior Year</b>		
Chemistry (CH 261-262)	5	5
Chemistry (CH 326)	3	—
Chemistry (CH 324)	—	3
Chemistry (CH 324)	—	2
Core and Electives	9	6
<b>Senior Year</b>		
Chemistry (CH 325)	3	—
Chemistry (CH 341)	3	—
Biology (BI 254)	3	—
Chemistry (CH 326)	—	3
Biology (BI 258)	—	3
Core and Electives	6	9

The Biochemistry Option provides an alternative path to obtain a Bachelor of Science degree with a chemistry major. This sequence places a greater emphasis on biochemistry and the life sciences. The Biochemistry Option produces a graduate well prepared for professional schools in the life sciences; graduate school in biochemistry, the life sciences, or the more traditional fields of chemistry; and employment in chemical, environmental or health-related fields.

### Minor in Chemistry

A minor in chemistry requires six courses in chemistry, at least four of which carry course numbers of 200 or greater and includes one term of physical chemistry.

### Minor in Biochemistry

Traditionally, many students majoring in biology have taken a chemistry minor. This puts them in a strong position when seeking entrance to graduate or professional schools or the job market. In many cases, their

position is strengthened if they can point to a minor in biochemistry.

The Biochemistry minor consists of the following:

CH 11-12	General Inorganic Chemistry I & II (8 credits)
CH 202	Elements of Physical Chemistry (3 credits)
CH 211-212	Organic Chemistry I & II (10 credits)
CH 324-325	Biochemistry I & II (6 credits)

The prerequisites for the seven courses are listed below.

Course	Prerequisite
CH 11	none
CH 12	CH 11
CH 211	CH 12
CH 212	CH 211
CH 202	CH 212, PS 83-84, MA 21-22 or equivalents
CH 324	CH 212, CH 202 or 261
CH 325	CH 324

PS 83-84 and MA 21-22 or equivalents are courses that are required of all physical science majors. The other prerequisites are for the ordinary sequence of chemistry courses.

The Biochemistry minor will allow non-Chemistry majors to have a strong component in Biochemistry which will make them attractive candidates for graduate and professional schools in the life sciences.

### CH 10 Chemistry – Sights and Insights

This course will fulfill a science requirement and has no prerequisites. Chemistry is presented via lecture and demonstration. The goal of the course is to provide the student with insights into the microscopic world of atoms and molecules in order that the macroscopic observable properties of real substances be more clearly understood. The models developed in the course will be applied to representative substances from inorganic, organic and biochemistry. *3 credits*

### CH 11-12 General Inorganic Chemistry I & II

A two-semester sequential offering in which the following topics are covered: atomic and molecular weights, the mole concept, Avogadro's number, stoichiometry, energy relationships in chemical systems, the properties of gases, the electronic structures of atoms, periodic relationships among the elements, chemical bonding, geometrics of molecules, molecular orbitals, liquids, solids, intermolecular forces, solutions, rates of chemical reactions, chemical equilibrium, free energy, entropy, acids and bases, aqueous equilibria, electrochemistry, nuclear chemistry, chemistry of some metals and nonmetals, chemistry of coordination compounds. *3 credits each*

### CH 11-12 Lab for General Inorganic Chemistry and Introductory Inorganic Chemistry

This lab offers the opportunity to explore and experience the rigors of an experimental physical science. Students make and record observations on simple chemical systems while learning fundamental laboratory manipulative and measurement skills. Experiments are chosen to demonstrate and supplement concepts introduced in lecture. The first semester emphasizes the standard techniques of weighing, filtering, titrating, use of volumetric glassware, data observation and recording and synthetic techniques. The second semester integrates these techniques in experimental procedures and explores physical properties and quantitative analysis of selected chemical systems. *1 credit*

### CH 17-18 Introductory Inorganic Chemistry I & II (including Lab)

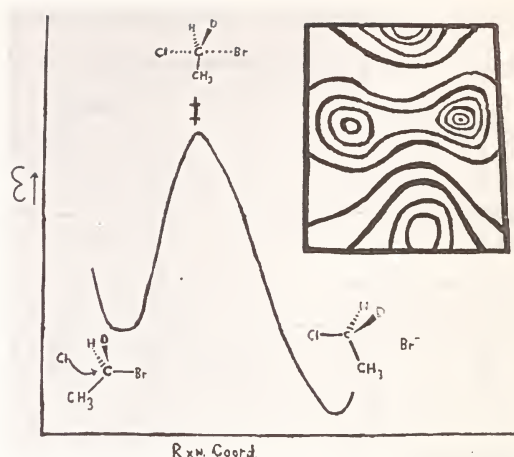
This two-semester course is offered for students who are judged to have already had a particularly good introduction to chemistry in high school. Students are invited to enter the course based on their performance on an examination given during freshman orientation. The number of students in the course is limited by available lab space. The topical content of the course does not differ from CH 11-12, however, the pace, depth and order of lecture presentation will be somewhat different. The lab component of this course will be interwoven into the fabric of the lecture presentation as much as possible; often the experimental "discoveries" of students in the lab that week will serve as a point of departure in the lecture presentation. Every effort is made to develop the students' experimental acumen necessary to perform basic chemical operations and to get students to use these acquired skills to probe into chemical phenomena. 3 lectures, 1 recitation section, 1 lab. *4 credits each*

### CH 32 Chemistry of the Human Body

This course, having no prerequisite, is specifically intended for the nonscientist and presents the essentials for the lay person's understanding of the chemistry of the human body: chemicals of (1) life, (2) health, (3) disease and (4) cure. The course is conducted (as a discussion seminar) using readings from Scientific American specifically selected for the participants. *3 credits*

### CH 33 Chemistry of the New Nutrition

This course has no prerequisites and fulfills a science requirement. The course is based on biochemist Roger J. Williams' concept of biochemical individuality and presents nutrition from the viewpoint of the chemist: fats and carbohydrates are mainly the sources of chemical energy driving body processes; quality protein, vitamins, and minerals yield enzyme chemical structures that control body chemistries. Concepts of classical nutrition, such as minimal daily requirements of nutrients, are included but not emphasized. *3 credits*



### CH 81 General Chemistry I

An introduction to the study of chemistry for nonscience majors. Fundamental principles of inorganic chemistry are discussed and applied to chemical reactions and phenomena. *3 credits*

### CH 82 General Chemistry II

A continuation of CH 81, emphasizing organic chemistry and biologically relevant compounds such as lipids, carbohydrates, proteins and nucleic acids. *3 credits*

### CH 81-82 Lab for General Chemistry I & II

Lab illustrating the chemical principles treated in lecture. Experiments focus on measurements, separations, analysis and synthesis. Corequisite: CH 81-82 *1 credit each*

### CH 83 Survey of Chemistry

A one-semester terminal course that presumes no previous chemistry and is intended to fulfill a science requirement. After presenting a short introduction to atoms, molecules, chemical structure, and chemical reactions, the course proceeds to chemical topics of interest to modern society: materials of the earth, energy sources, environmental pollution, and practical applications such as the chemistry of medicine. *3 credits*

### CH 85 Chemistry, Energy and the Environment

This course explores the flow of energy in modern society from the perspective of chemistry. Topics of discussion include energy sources such as hydrocarbons, biomass, hydro, solar, tidal, wind, and nuclear. What is the source of the energy? How is it harvested? What are the short- and long-term environmental consequences of using each energy source and how are they determined? The concepts of bonding, thermodynamics, kinetics and work are employed to investigate these and related questions. Economic and political forces which shape our use of energy are discussed. The only math prerequisite is basic algebra. *3 credits*



**CH 86 Chemistry and Art**

This is a basic chemistry course with a strong orientation to the visual arts. There are no prerequisites and the course fulfills a core science requirement. Basic concepts include atoms, molecules, elements, compounds, the periodic table, chemical bonding and reaction, acids and bases, oxidation and reduction, and polymers. In the lab all these concepts are involved in the study of art media such as light, color, dyes, paint, metals, stone, ceramics, glass, plastics, paper, and fibers.

3 credits

**CH 202 Elements of Physical Chemistry**

This course is intended for biology majors and for students preparing for secondary school science teaching. Emphasis is placed on the laws of thermodynamics, chemical equilibrium, solutions of electrolytes, electrochemical cells, and chemical kinetics. Throughout the course special emphasis is given to the physiochemical properties of living systems. Prerequisites: CH 11-12, or CH 17-18, PS 83-84, MA 21-22, or equivalent.

3 credits

**CH 202 Lab for Physical Chemistry**

Lab experiments illustrate the principles discussed in class, (i.e., thermodynamics, kinetics, chemical equilibrium). Corequisite: CH 202 course.

1 credit

**CH 211 Organic Chemistry I**

This course is an introduction to the chemistry of compounds of carbon. Common functional groups are discussed from the perspective of molecular structure. Areas of emphasis include structure and characterization, methods of preparation, characteristic physical and chemical properties and their relation to molecular structure. Stereochemical concepts and their application are introduced early in the course and used extensively throughout. Prerequisite: CH12, or CH 18.

3 credits

**CH 212 Organic Chemistry II**

A continuation of CH 211 with emphasis on the chemistry of aromatic, carbonyl, acyl, and nitrogen compounds. The chemical properties of naturally occurring substances such as carbohydrates, lipids, proteins and nucleic acids are related to those of simpler monofunctional compounds. Spectroscopic methods of structure determination are introduced early in the course and used throughout. Prerequisite: CH 211.

3 credits

**CH 211-212 Lab for Organic Chemistry I & II**

The first semester of this lab emphasizes the manipulative techniques of separation, purification, analysis and simple synthesis. The second semester emphasizes investigative experiments, more complex synthesis and qualitative organic analysis. Corequisite: CH 211-212 lecture.

1 credit each



**CH 222 Chemical Analysis**

The course provides the theoretical basis for the required laboratory. Topics covered are: statistics, chemical equilibria and their analytical applications (acid-base, oxidation-reduction, complex formation, precipitation), electroanalytical chemistry, spectroanalytical chemistry, and chemical separations. Prerequisite: CH 12 or CH 16 or CH 18. Corequisite: CH 222 lab. *3 credits*

**CH 222 Lab for Chemical Analysis**

Students develop lab skills by analyzing unknowns using the principles and procedures taught in CH 222. Corequisite: CH 222 lecture. *2 credits*

**CH 240 Quantitative Inorganic Analysis**

The theory and technique of quantitative analysis including neutralization, oxidation, and reduction, volumetric precipitation and introduction to gravimetric methods, illustrated by problem work and by laboratory analysis of representative samples. *3 credits*

**CH 240 Lab for****Quantitative Inorganic Analysis**

Lab analysis of representative samples. Corequisite: CH 240 lecture. *1 credit*

**CH 261-262 Physical Chemistry I & II**

A two-semester sequential offering for chemistry and physics majors. Topics covered include: ideal and nonideal gases, kinetic molecular theory of gases, absorption of light, molar refraction and polarization, etc., chemical thermodynamics, chemical equilibrium, solution of nonelectrolytes and electrolytes, heterogeneous equilibrium, electrochemical cells, kinetics of gasphase reactions and in solution, wave mechanics, molecular symmetry and bonding, molecular spectroscopy, the solid state, and nuclear chemistry. Prerequisites: CH 12 or CH 16 or CH 18, MA 22, PS 16. *3 credits each*

**CH 261L-262L Physical Chemistry Lab**

The course content reflects the demonstration and verification of concepts covered in lecture courses CH 261 and CH 262. Each lab meets weekly for three hours during which time students are expected to be prepared to perform experiments with precision and care. Current technology is incorporated into each experiment and includes the use of computers in data acquisition, reduction and reporting. An extensive journal-style report format serves as the vehicle for evaluation of performance and builds upon the previous two years of chemistry lab experience. Special emphasis is placed on the value and utility of the lab journal as well as the accurate recording of observations. Corequisite: CH 261-262. *2 credits each*

**CH 321 Advanced Organic Chemistry**

This course attempts to bring the student closer to research areas of organic chemistry. The major topics discussed are: a), molecular orbital theory and its applications to molecular structure and reaction mechanisms; and b), organic synthesis with emphasis on factors contributing to chemoselectivity, regioselectivity, and stereoselectivity. Prerequisite: CH 212. Corequisite: CH 262. *3 credits*

**CH 321 Lab for****Advanced Organic Chemistry**

The lab is project-oriented. Each student is assigned a project, usually a multistep synthesis, to work on during most of the semester. The projects chosen are such that the student uses the rudimentary separation, purification, and characterization techniques introduced in CH 211-212. A written report is required. 2 labs. Prerequisite: CH 212. *2 credits*

**CH 324 Biochemistry I**

Topics include the fundamental concepts of biochemistry, such as protein structure and function, metabolism and biosynthesis, storage, transmission and expression of genetic information. Prerequisites: CH 212 and CH 261 or CH 202. *3 credits*

**CH 324 Lab for Biochemistry I**

Fundamental operations in biochemistry including isolation, analysis and investigation of function of selected proteins, carbohydrates, lipids and nucleic acids. *1 credit*

**CH 325 Biochemistry II**

Further study of biochemical systems emphasizing structure and function in macromolecules and multimolecular complexes and interactions in complex physiological systems. Prerequisite: CH 324. *3 credits*

**CH 326 Chemical Instrumentation**

Chemical analysis using modern instrumentation is studied in detail. Current methods of analysis, theory of transduction, implementation of instrumental principles and physical theory of chemical systems are explored in the context of the goals of the analytical problem. Examples of applications are considered. Prerequisite: CH 222. *3 credits*

**CH 326 Instrumental Analytical Chemistry Lab**

A major goal of this laboratory course is to provide the student, who has already been exposed to the theory of classical (CH 222 or CH 240) and instrumental methods of analysis (CH 326 or CH 240) with a general exposure to problem solving using a variety of physical and chemical methods. During the early portion of this course, an effort is made to consolidate the principles of analytical chemistry that students have learned in the classroom into a holistic understanding of the area of analytical chemistry; this framework is intended to give the student a further appreciation of the general considerations which must be made in designing an approach to solving a problem in analysis. Some hands-on exposure is given to the following aspects of analytical chemistry: basic electronics as appropriate to common instrumentation, methodology involved in equipment maintenance and troubleshooting, exposure to solving real world analytical problems, use of small computers and interfaces in the lab. A major emphasis of the course is devoted to oral communication of results among all lab participants. Prerequisites: CH 222 or CH 240, and CH 326 course. *2 credits*

**CH 341 Advanced Inorganic Chemistry**

The chemistry of the elements is viewed from the perspective of structure and reactivity. The use of physical methods in the elucidation of structure is emphasized; selected principles of group theory (symmetry) and theoretical chemistry are incorporated into these discussions. The chemistry of transition metal ions is given considerable treatment. Prerequisite: CH 262. *3 credits*

**CH 341 Lab for Advanced Inorganic Chemistry**

A variety of inorganic compounds are offered for synthesis in the lab. Students prepare several compounds of their choice and perform individual projects to study the properties of these compounds. Part of the final report for each student is the presentation of a poster-assisted oral description of the results of his/her project. Prerequisite: CH 262. *1 credit*

**CH 363 Advanced Topics**

A detailed and advanced treatment of topics from any of the four major fields of chemistry. Topics presented in a given semester are selected according to the needs and interests of that semester's students. This course is intended for second semester senior chemistry majors. Professors are assigned according to the topics chosen. Prerequisite: CH 341. *3 credits*

**CH 398 Research and Seminar**

Each student electing this course, in conjunction with a faculty member, undertakes a research project. Each student is required to present two seminars: one pertaining to a literature topic and the other focused on his/her research. A written research report is also required. Prerequisite: CH 262 or CH 202 or by departmental permission. *3 credits*

**CH 399 Independent Study**

This course is designed for students wishing to study in a pre-specified area under the close direction of a faculty member(s). The topics addressed would not routinely be encountered in the normal course sequence. This course contrasts the research and seminar course in that the goal is the assimilation of existing knowledge rather than the pursuit of new knowledge. A written final report and presentation of a seminar are required. Prerequisite: CH 262 or CH 202 or by departmental permission. *3 credits*

**Department of  
Communication**

**Assistant Professors:** Nedela (*emeritus*), Ryan (*internship coordinator*), Wills, Yanni

**Participant Faculty:** O'Connor (*American Studies*); L. Newton (*Applied Ethics*); Mainiero (*Business*); J. Keenan (*Business/Communication*); M. Regan, J. Simon (*English*); A. Katz, Orman (*Politics*); Schlichting (*Sociology*)

The focus of communication study at Fairfield University is the description and analysis of how human beings acquire, process, and use information. Primarily based in the social scientific tradition, the program centers upon the analysis of human communication processes in a variety of contexts.

As one aspect of a liberal education, undergraduate work in communication at Fairfield helps the student to:

- Become more aware of factors that influence and are influenced by human communication behavior;
- Develop intellectually by providing a basis from which to analyze, synthesize, and evaluate critically messages and the media;
- Learn techniques and strategies to propose policies, advocate positions, and persuasively express himself or herself in various settings.

**The Program of Study****The Major**

Students majoring in communication at Fairfield University participate in several introductory courses designed to develop and refine their theoretical and analytic skills in such traditional areas as persuasion, interpersonal communication, and small group communication. In addition, with the aid and direction of the faculty, students will select one of two major academic concentrations to complete the program: Organizational Communication or Telecommunications.

**Organizational Communication.** A rigorous theoretical analysis of the forms, functions, and effects of communication within business and professional settings. Career paths for organizational communication students include: public relations, human resources, and management consulting.



**Telecommunications.** Involves the scientific study of mass media and new technologies, the messages they generate, the audiences they attempt to reach, and their effects on these audiences. Career opportunities for telecommunications students include: journalism, media production, and advertising.

**Note: Because of the complex nature of the Communication curriculum, students who intend to pursue this major are expected to begin Communication coursework (CO 100 and 101) in their first or second year of studies. They should declare the major officially no later than the end of the sophomore year of studies.**

**\*Course of Study in Communication: 36 Credits**  
(Twelve 3-credit courses)

(Courses in parentheses are prerequisites.)

**Students must complete CO 100 and CO 101 with a B or better to continue as Communication majors.**

21 credits required for all Communication majors:

CO 100	Human Communication Theories
CO 101	Argument and Advocacy
CO 200	Persuasion (CO 100, 101)
CO 201	Interpersonal Communication Theories (CO 100, 101)
CO 202	Group Communication (CO 100, 101)
CO 309	Formative Research in Communication (CO 100, 101, 201, 202; plus at least one of the specified research methods courses; Seniors only)

and one of the following research methods courses to be completed before taking CO 309:

SO 121	Statistics: Social and Political Data Analysis
SO 183	Public Opinion and Polling
SO 222	Methods of Research Design

15 credit concentration in *either* Organizational Communication or Telecommunications:

#### **Organizational Communication**

9 credits required:

CO 220	Introduction to Organizational Communication (CO 100, 101)
CO 221	Organizational Communication Processes: Simulation (CO 220)
CO 320	Communication Consultation: Principles and Practices (CO 220, 221; plus at least one of the specified research methods courses; Juniors and Seniors only)

OR

#### **Telecommunications**

9 credits required:

CO 230	Survey of Mass Communication (CO 100, 101)
CO 231	Mass Media and Society (CO 230)
CO 345	Masters of the Media (CO 230, 231; plus at least one of the specified research methods courses; Juniors and Seniors only)

\* \* \* \*

**AND**, required for **ALL** Communication majors, an additional 6 credits from course selections which further develop a student's chosen area of interest.

A *sample* of courses from which a student may choose is listed below, although new courses are developed regularly and may be used to fulfill these requirements. Selections must be made in consultation with Communication faculty advisor.

CO 236	Women and Mass Media
CO 340	Intercultural Communication
CO 341	International Communication
CO 396/397	Independent Study
CO 398/399	Internship in Communication
AE 281	Ethics in Communications in Business and the Media
AE 282	Ethics and the Computer
AE 294	Organizational Ethics: Media, Politics, and the Corporation
EN/W 220	News Writing
EN/W 221	Contemporary Journalism
EN/W 222	Journalism Editing and Design
EN/W 320	Writing the Feature Story
EN/W 322	Sports Reporting
EN/W 323	Literary Journalism
EN/W 332	Business Writing
EN/W 333	Corporate Communication
EN/W 338	Persuasive Writing
PO 167	Media and Politics
PO 168	Politics of Mass Popular Culture
MG 210	Managing the Operations Function
MG 215	Advanced Organizational Behavior
MG 230	Personnel/Human Resource Management
MK 200	Marketing Management
MK 210	Consumer Behavior
MK 225	Marketing Communications

**Minor in Communication: 18 Credits**

(Courses in parentheses are prerequisites.)

Students must complete CO 100 and CO 101 with a B or better to continue as Communication minors.

15 credits required for all Communication minors:

CO 100	Human Communication Theories
CO 101	Argument and Advocacy
CO 201	Interpersonal Communication Theories (CO 100, 101)
CO 202	Group Communication (CO 100, 101)
CO 230	Survey of Mass Communication (CO 100, 101)

Plus, 3 credits selected from the following:

CO 200	Persuasion (CO 100, 101)
CO 220	Introduction to Organizational Communication (CO 100, 101)
CO 231	Mass Media and Society (CO 230)
CO 340	Intercultural Communication
CO 341	International Communication

*Independent Study and Internship Policies*

Independent Study (CO 396-397) and/or Internships (CO 398-399) may be taken in the junior or senior year as recommended electives for up to 6 credits total. Internship applications must be approved at least one semester in advance of the internship. Students should see a faculty advisor in Communication for more details and applications.

**CO 100 Human Communication Theories**

Students are introduced to human communication theories and their implications. Course is designed to: (1) heighten awareness of communication patterns in our lives, and (2) introduce students to the principles and theories of communication. Designed as the foundation course for the communication major.

*3 credits*

**CO 101 Argument and Advocacy  
(Presentational Speaking)**

An introduction to public speaking and the advocacy process, including issue identification, methods of analysis, research, patterns and fallacies of reasoning, uses of evidence, logical proof, and refutation. Students practice oral advocacy and argumentative speaking in public speaking and "modified" debate formats.

*3 credits*

**CO 200 Persuasion**

Study of the basic theories of persuasion, including variables, resources, and constraints affecting persuasive discourse in diverse situations. Emphasis is placed on the description and analysis of trends, developments, and contemporary influences on persuasion theorizing. Prerequisites: CO 100, CO 101.

*3 credits*

**CO 201 Interpersonal Communication Theories**

An introduction to the study of one-to-one relationships, focusing on the experience, behavior, and rules governing such interpersonal contexts as friendships, families, and employer/employee relations. Factors influencing interpersonal communication such as language, perception, nonverbal behavior, power, status, and roles are studied. Prerequisites: CO 100, CO 101.

*3 credits*

**CO 202 Group Communication**

Course designed to study the basic characteristics and consequences of small group communication processes in various contexts, including family, education, and work groups. Interaction analysis and team-building is stressed. Interpersonal dimensions of small group interaction are explored, as well as analyzing small groups in process. Prerequisites: CO 100, CO 101.

*3 credits*

**CO 220 Introduction to  
Organizational Communication**

A communication-centered approach to understanding how business and professional organizations function. Diagnoses of communication problems are stressed. Issues studied include the forms and functions of upward, downward, and lateral communication; communication rules; networking, and strategies for using communication channels. Case study course. Prerequisites: CO 100, CO 101.

*3 credits*

**CO 221 Organizational Communication  
Processes: Simulation**

Course involves the critical examination of the effects of communication on organizational operation, design, and development. Includes a laboratory-type experience designed to provide the student an opportunity to apply theoretical concepts to the production of a company product. Prerequisite: CO 220.

*3 credits*

**CO 230 Survey of Mass Communication**

Historical overview of the structure of mass communication systems, including radio, television, film, newspapers, magazines, and book publishing. The impact of each system on business, government regulation, social ethics, and advertising is addressed. Prerequisites: CO 100, CO 101.

*3 credits*

**CO 231 Mass Media and Society**

This course concentrates on the impact and influence of mass communication systems (television, film, newspapers, magazines, and radio) on society. Prerequisite: CO 230.

*3 credits*

**CO 236 Women and Mass Media**

This course is designed to enable students to examine the relationship between the representation of women and the development of personal and social identity. Issues of gender and reception, cultivating consumerism, body image, and developing relevant new images are explored through theoretical readings as well as the analysis of various media, including television, film, magazines, and advertisements. Additional attention is given to alternative media systems.

*3 credits*

**CO 309 Formative Research in Communication**

Course developed to provide students an opportunity to demonstrate their expertise as communication scholars. Discussion and evaluation of contemporary research in communication is performed. The student designs and conducts a research project that is related to his or her major concentration. "Capstone" course for the major. Prerequisites: CO 100, 101, 201, 202, Senior status; plus, at least one of the specified research methods courses for the major.

*3 credits*

**CO 320 Communication Consultation: Principles and Practices**

Course focuses upon the techniques and strategies used by business and professional consultants to assess and diagnose communication problems. Various research methodologies in communication are examined (e.g., interviewing and the Communication Audit) as diagnostic tools. Prerequisites: CO 220, 221, Junior or Senior status; plus, at least one of the specified research methods courses. *3 credits*

**CO 340 Intercultural Communication**

The course deals with problems in communication between people of different cultural or subcultural backgrounds. Emphasis is on ways and skills enabling proper transfer of meaning in situations where differences in value orientation, perception, thought patterns and nonverbal behavior can cause misunderstanding, tension and conflict. *3 credits*

**CO 341 International Communication**

The course examines how nations communicate with each other and what factors affect the international communication process. It deals with ways messages and symbolic gestures are exchanged through diplomacy, conferences, international organizations and mass media. Special emphasis is on the role of press and broadcasting in international life and the effects of the end of the Cold War on the flow of information. *3 credits*

**CO 345 Masters of the Media**

The focus is on professional, esthetic and ethical standards of mass media. Course participants review examples of excellence achieved in print and broadcast journalism, political oratory, documentary film making and graphic arts. Each week, a text, film, video recording or slides is presented in class, preceded by introductory lectures sketching the historical, political and cultural context in which the selected masterpiece of modern mass communication was created. Presentations are followed by discussions and students write a critical review of each major work presented. Prerequisites: CO 230, 231, plus at least one of the specified research methods courses; Junior or Senior status.

*3 credits*

**CO 396-397 Independent Study**

The purpose of independent study in Communication is to offer students an opportunity to investigate thoroughly communication concepts, theories, or issues presented in a previously completed Communication course. An independent study does not substitute for any other required course(s) in the Communication program. These investigations must be scholarly in intent. An independent study may be taken only twice. Prerequisites: Junior or Senior status, and a Communication faculty member's sponsorship.

*3 credits each*

**CO 398-399 Internship**

The primary goals of Communication internship are: (1) to acquire first hand knowledge about the field of work; (2) to experience new professional activities and relationships; (3) to apply conceptual knowledge and skills in communication in the work environment; and (4) to experience the problems and successes of efficiently and effectively communicating within a complex organization. An internship may not substitute for any other required course(s) in the Communication program. Students may take an internship for credit only twice. Prerequisites: 3.0 overall G.P.A., Junior or Senior status, Director approval one semester in advance, and Communication faculty sponsorship. *3 credits each*



Major in

## Computer Science

**Professor:** G. Lang (*Director*)

**Associate Professor:** Spoerri

**Assistant Professors:** King, O'Neill

The major in computer science, which is offered through the Department of Mathematics and Computer Science, has the following goals:

1. To give the broad-based scientific and theoretical training needed as a foundation for a rewarding and successful career in computer science. This includes fundamental conceptual material which transcends current technology and extensive exposure to the best of current practice;
2. To foster the discipline and orderly thinking which is used by computer scientists to reach insightful and logical understandings;
3. To develop the oral and writing skills needed to exchange ideas with colleagues, specialists in other fields, and the general public, and
4. To acquaint the student with the social and ethical implications of computer technology.

The Department also offers a major in mathematics with a concentration in computer science. See the description of this program under the mathematics major. The Computer Science faculty members are listed under the Department of Mathematics and Computer Science, page 111.

*Minor in Computer Science:* The minor in computer science consists of CS 131-132, CS 221, CS 232, and either CS 331 or CS 351. Some substitutions may be made with permission from the director of the program.

Prerequisites for a course include not only the listed courses, but also the prerequisites for those listed courses. Computer science electives must be on the 300 level or higher.

Majors in Computer Science must complete CS 353 Principles of Compiler Design as their capstone course, typically during their first semester of senior year.

Although physics is the usual science taken by majors in Computer Science, a different laboratory science may be substituted with permission of the Chair.

The intern program provides computer science majors an opportunity to gain practical, career-related experience in a variety of supervised field settings. Internships could be in any one of a number of areas such as software applications and hardware applications. Internships may be for one or two semesters. The intern is expected to work a minimum of 10 hours per week on-site and complete the required academic component specified by the faculty advisor. An internship may not replace a computer science elective to fulfill the requirement for a major in computer science.

Evening courses and courses offered through Fairfield University's BEI School of Engineering may not be used toward the computer science major without the written permission of the director of the computer science program.

## Bachelor of Science

(Major in Computer Science)

	Credits	
	Fall	Spring
<b>First Year</b>		
Computer Science (CS 131-132)	3	3
Mathematics (MA 171-172)	4	4
Core	9	9
<b>Sophomore Year</b>		
Computer Science (CS 221, CS 232)	3	3
Mathematics (MA 231, MA 235)	3	3
Core	9	9
<b>Junior Year</b>		
Computer Science (CS 331, CS 342)	3	3
Computer Science Elective		3
Numerical Analysis (CS/MA 377)	3	
Electives	3	3
Core	7	7
(includes Science)		
<b>Senior Year</b>		
Computer Science (CS 353)	3	
Computer Science Electives	3	6
Electives	6	6
Core	3	3

### CS 15 Introduction to Computer Science

Components of a computer system; problem solving through stepwise refinement in the context of a structured programming language; use of existing microcomputer tools including word processing, integrated spreadsheets, file and database systems, and other packages for managing information

for both academic and career usages; technical information needed for the informed analysis of the philosophical, cultural, and ethical questions arising from this advancing field.

*3 credits*

### **CS 111 Computer Programming I (Visual BASIC)**

Overview of computer organization and hardware. An introduction to the science and theory of programming: top-down structured program design; problem specification and abstraction; algorithms, data structures, documentation, debugging, testing, maintenance. Engineering applications in a high-level programming language (Visual BASIC) including I/O, selection, repetition, arrays, functions, procedures. Ethical and social issues in computing. Emphasis on communication skills in documentation and design of user interface. May not be used toward a Computer Science major or minor.

*3 credits*

### **CS 131 Computer Programming I**

Overview of computer organization and hardware. An introduction to the science and theory of programming: top-down structured program design, problem specification and abstraction, algorithms, data structures, documentation, debugging, testing, maintenance. Programming applications in a high-level language (currently Pascal) including I/O, selection, repetition, arrays, functions, procedures. Ethical and social issues in computing. Emphasis on communication skills in documentation and design of user interface.

*3 credits*

### **CS 132 Computer Programming II**

A continuation of Computer Programming I. Additional topics in the science and theory of programming: modular design, recursion, program verification, robustness, portability. Programming applications in a high-level language (currently Pascal) including records, sets, files, pointers. Introduction to data structures including stacks, linked lists, searching, and sorting. Ethical and social issues in computing. Continued emphasis on communication skills. Prerequisite: CS 131

*3 credits*

### **CS 133 Introduction to C Programming**

This course focuses on the use of the C language in top-down structured program design. Topics include: C data types, functions and file I/O. There will be an introduction to software engineering as applied to a project such as a database management system.

*3 credits*

### **CS 134 Java Programming**

This course is an introduction to object-oriented programming using the Java programming language. In the first part of the course, Java applets will be used to build graphics tools and introduce object-oriented design methods. In the second part of the course, Java applications will be used to build a complete graphics interface and illustrate the OOP concepts of polymorphism and inheritance.

*3 credits*

### **CS 221 Computer Organization and Assembler**

Introduction to hardware organization of computers through assembler languages. General principles of assembly language: data representations and conversion, addressing, procedures, macros, file I/O. General hardware organization con-

cepts including registers, fetch-execute cycle, timing. A specific computer organization and assembly language will be taught. Others will be surveyed and contrasted. Prerequisite: CS 132.

*3 credits*

### **CS 231 Discrete Mathematics**

See description under course title, MA 231.

### **CS 232 Data Structures**

A study of data structures and their related algorithms. The data structures include stacks, lists, linked lists, trees, garbage collection, reachability, minimal path. Prerequisites: CS 132, MA 231.

*3 credits*

### **CS 233 Introduction to C++ Programming**

This course is an introduction to object-oriented programming (OOP) using the C++ programming language. The first part of the course will introduce C++ extensions to the C language such as stream I/O, classes, and operator overloading. The second part of the course will involve the design of a graphics interface and illustrate the OOP concepts of inheritance, object constructors/destructors, and message passing. Prerequisite: CS 133.

*3 credits*

### **CS 301 Computer Graphics**

Programming and data structures for graphics; transformation techniques including rotation, translation, scaling and projection; visualization techniques, and the hidden line/surface problem. Prerequisites: CS 232, MA 235.

*3 credits*

### **CS 321 Data Communications**

Methods for transmission through physical media. Frequency Shift Keying, Amplitude and Phase Encoding, Quadrature Encoding. Error detection and control. Multiplexers and Concentrators. Polynomial Checksums. Open Systems Interface and communications protocols. Sliding window and stop-and-wait protocols. Radio and satellite communications. ISDN (Integrated Services Digital Network) and fiber optical communications. Shannon and Nyquist theorems. Prerequisite: CS 232

*3 credits*

### **CS 322 Computer Architecture**

Theory of logic design: gates, timing diagrams, truth tables, design of basic arithmetics operations, control mechanisms. The general properties of major hardware components (CPU, ALU, memory, I/O devices) and communication between them (buses, interrupts). Survey of actual computer systems. Prerequisite: CS 221.

*3 credits*

### **CS 324 Microprocessors**

The first part of the course will be a review of conventional logic design using MSI building blocks: multiplexers, decoders, comparators, ALUs, registers and Memory. The second part of the course will cover three alternatives to conventional basic design: multiplexers (one-hot method), microprogramming, and microprocessors. These methods will be applied to several small projects, such as a serial-parallel converter, an accumulating adder, and a combination lock. At the end of the course students will design a small computer as their final project. Prerequisite: CS 221

*3 credits*

### **CS 331 Operating Systems I**

A theoretical study of the major system utilities of a general purpose computer: editors, assemblers, interpreters, linkers, loaders, compilers. An introduction to the principles of operating systems for a general purpose computer: command language, access and privacy, management of processes, memory, and I/O devices. Prerequisites: CS 221 and CS 232.

*3 credits*

### **CS 332 Operating Systems II**

Theoretical study of operating system principles including virtual memory, concurrent processing. Application to the development of a simple operating system. Introduction to computer system performance. Prerequisite: CS 331.

*3 credits*

### **CS 342 Theory of Computation**

Finite state machines, push-down automata, Turing machines and recursive functions. Mechanisms for formal languages: regular grammars, context-free grammars, context-sensitive grammars. Decidable vs. undecidable problems. Introduction to algorithm analysis. Also listed as MA 342. Prerequisite: CS 231.

*3 credits*

### **CS 343 Analysis of Algorithms**

Algorithm complexity measures. Determination of upper bounds and mean performance of algorithms. Determination of lower bounds for problems. NP completeness. Probabilistic algorithms. Prerequisite: CS 342.

*3 credits*

### **CS 351 Data Base Management System Design**

Methods for designing and implementing information storage and retrieval systems. Includes specification of information systems, search strategies, index methods, data compression, security, query languages, relational techniques, and performance analysis. A survey of interesting existing data base systems. Prerequisite: CS 232.

*3 credits*

### **CS 352 Software Design**

Scientific design approach to computer software development. Problem specification. Top-down design. Structured programming. Testing, reliability, error control, and performance analysis. Human-computer interface considerations. Prerequisite: CS 331.

*3 credits*

### **CS 353 Principles of Compiler Design**

Use of language theory and automata theory in the design of compilers. Study of symbol table organization, lexical analysis, syntax analysis, and code generation. Code generation versus interpretation. Survey of storage management, optimization, and error handling. Application to the development of a significant part of a compiler. This is the required capstone course for all majors in Computer Science. Prerequisites: CS 331 and CS 342.

*3 credits*

### **CS 354 Theory of Programming Languages**

The design of programming languages; organization, control structures, data structures. The run time behavior of programs. Formal specification and analysis of programming

languages. A comparative survey of several significantly different languages. Prerequisites: CS 331 and CS 342.

*3 credits*

### **CS 355 Artificial Intelligence**

Computer implementation of processes of thought; knowledge representation, games, theorem proving, scene analysis, natural language processing, automatic programming. Major AI systems, heuristics, and languages. Prerequisite: CS 232.

*3 credits*

### **CS 356 Science of Programming**

The application of logic to the development of computer programs and proofs of the correctness of computer programs. The course will aim at a balance between formality and common sense. Prerequisite: CS 342.

*3 credits*

### **CS 377 Numerical Analysis**

See description under course title, MA 377.

### **CS 391-392 Computer Science Seminar**

Designed to cover topics not in the curriculum. Participation is by invitation only and students may be expected to prepare topics under faculty direction.

*3 credits*

### **CS 397-398 Internship in Computer Science**

The internship program provides the senior computer science major with an opportunity to gain practical, career-related experience in a variety of supervised field settings. Student interns are offered a wide selection of placements from which to choose, including computer software and hardware applications and numerical methods. An intern is expected to spend a minimum of 10 hours per week in on-site work and to complete the required academic component specified by the faculty advisor. The number of credits varies and interns may register for a summer session, and/or one or two semesters for an overall maximum of 6 credits. In addition, a student's internship must satisfy the requirements outlined in the University Internship Policy, which is available from the Career Planning Center. Prerequisites: Senior standing, completed application form, acceptance by the field placement supervisor, and approval by the Department of Mathematics and Computer Science.

*1-3 credits*

### **CS 399 Independent Study in Computer Science**

The independent study provides students with the opportunity to study areas not covered in the undergraduate curriculum. Under the guidance of a faculty member, advanced students have an opportunity to learn an area in Computer Science through reading and research. While the study may focus on a software or hardware project, it must include study of text material comparable to other upper division elective courses.

Students must apply to a professor under whose direction they wish to study and have the approval of the Department Chair. This course may not replace a Computer Science elective to fulfill the requirements for the major.

*3 credits*



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## Department of Economics

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**Professors:** Buss, Deak (*Chair*)

**Associate Professors:** Lane, LeClair, L. Miners, Nantz

**Assistant Professor:** Kelly, Parsons

**Adjunct:** Peterson, S.J.

**Visiting Assistant Professor:** C. Miners

The curriculum of the Department of Economics is a blend of basic economic concepts and their application to contemporary issues. Courses are designed to develop the student's reasoning capacity and analytical ability. By focusing on areas of application, students are challenged to use economic principles in stimulating their powers of interpretation, synthesis, and understanding. Through the Department's individual counseling efforts, majors are encouraged to tailor the course of study to their career and personal enrichment goals. A major in economics prepares the student for graduate or professional schools. It also provides a good background for the business world while maintaining the objectives of a liberal education.

## Major Requirements

The economics major is designed so that students can build on a base of concepts as they work through the program. Courses at the 100-level have no prerequisites; courses at the 200-level have EC 11 and/or EC 12 as prerequisites; and courses at the 300-level have 200-level prerequisites. Economics majors are urged to take MA 15/19 Finite Mathematics and Introduction to Calculus, or MA 21-22 Applied Calculus I-II to fulfill their core math requirements. Students interested in the bachelor of science degree should take Math 21/22.

### B.A. Degree

The bachelor of arts degree is designed to prepare students for a wide range of practical applications of economic theory. Students who plan to enter the job market in business or government, or who plan graduate studies in business or law, are perfect candidates for the program. Its focus is on policy analysis and business applications. Requirements include Introduction to Mi-

cro- and Macroeconomics (EC 11 and 12) and Intermediate Micro- and Macroeconomics (EC 204 and 205). The other 18 credits can be chosen from department offerings. No more than three 100-level courses may be counted toward fulfilling the requirements of the major.

### B.S. Degree

The bachelor of science degree is designed to prepare students for more quantitative applications of economic theory as practiced in actuarial work, economic research, or graduate studies in economics. The emphasis in this program is on strong quantitative skills and statistical analysis. Students who complete this degree are urged to couple it with a minor in mathematics. Requirements include Introduction to Micro- and Macroeconomics (EC 11 and 12), Intermediate Micro- and Macroeconomics (EC 204 and 205), Intermediate Micro- and Macroeconomics Labs (EC 204L and 205L), Economic Statistics (EC 278), Economic Statistics Lab (EC 278L), and Mathematical Economics (EC 290). The other 12 credits can be chosen from department offerings. No more than two 100-level courses may be counted toward fulfilling the requirements of the major.

A **minor** in economics consists of five courses (15 credits). The student must pass both introductory economics courses (EC 11 and EC 12). No more than one 100-level economics course may be counted toward the minor.

### EC 11 Introduction to Microeconomics

Analysis of the behavior of individual consumers and producers as they deal with the economic problem of allocating scarce resources. Includes a discussion of how markets function to establish prices through supply and demand, how resource costs influence firm supply and how variations in the level of competition affect the efficiency of resource use. Topic areas include antitrust policy, the distribution of income, the role of government, environmental problems. Computer applications.

3 credits

### EC 12 Introduction to Macroeconomics

Uses Keynesian theory to study the aggregate behavior of consumers and businesses as they affect the level of employment and prices. Examines the role of government and the ability of monetary and fiscal policy to stabilize the level of output and inflation. Topics include the functioning of the banking system, GDP, taxation, and government spending, monetarism, the influence of money. Computer applications. EC 12 may be taken prior to EC 11.

3 credits

### EC 112 Economic Aspects of Current Social Problems

A policy-oriented approach is used to study contemporary economic issues. Topics covered include: government spending, the role of federal budgets in solving national problems, poverty, welfare, social security, population, the limits to growth controversy, pollution, energy, regulation. No prerequisite.

3 credits

### EC 114 Gender and the Workplace

This course examines the impact of gender differences on decisions made in households and in the workplace. It begins with an in-depth study of labor supply decisions and household responsibilities, leading to policy implications in the areas of childcare and social security. Next, the course examines wage-rate determination, leading to issues of pay equity, the glass ceiling, affirmative action, and sexual harassment. The course concludes with a discussion of gender roles in the international community, along with an analysis of international policies that affect justice and equity in the workplace.

3 credits

### EC 120 Environmental Economics

This course gives an overview of the theory and empirical practice of economic analysis as it applies to environmental issues. First, it establishes a relationship between the environment and economics. Then it develops the concept of externalities (or "market failures") and the importance of property rights. Next it explores the valuation of non-market goods. Of most current interest, it examines the practice of benefit-cost analysis. Finally, it offers economic solutions to market failures, while highlighting pollution control practices, especially those based on incentives. Throughout, the course examines current issues regarding environmental protection around the globe.

3 credits

### EC 125 Competition and Competitiveness

The course identifies and explores the factors which make products, firms and nations competitive. It has a strong international, case study and group discussion emphasis. Examples will be drawn from manufacturing and service activities in Asia, Europe and North America. No prerequisite.

3 credits

### EC 150 Law and Economics

Using the case method, this course introduces topics from the central areas of the common law: property, contracts, torts, and criminal law. Attempts to explain the development of the law and legal institutions in terms of the basic tools of economic reasoning. Intended for students with no previous exposure to economics who may be contemplating graduate study of the law. No prerequisite.

3 credits

### EC 152 Economics of Sports

The tools and concepts of economic analysis are developed and examined with the sports industry providing the applications and topics. Some of the topics from professional sports addressed include free agency, salary cap, and new franchises. The economic issues and institutional structure of other areas of sports are explored, such as the NCAA, golf, tennis, sports equipment, advertising, minor leagues, and the Olympics. The combination of sports and economics offers another avenue for increased understanding of economics as it affects us.

3 credits

### EC 175 Issues in Economic Policy

The course provides students with a way to understand the influence of government policies. It focuses on the policy options and consequences of economic decision-making in Washington. It will examine both monetary policy developed by the Federal Reserve and fiscal actions taken by Congress and the President. No prerequisite.

3 credits

### EC 204 Intermediate Microeconomic Theory

Builds upon and expands the theoretical models of EC 11. The course introduces indifference curves to explain consumer behavior; short and long-run production functions showing their relationship to product costs; and the efficiency of various competitive market structures. Topics include marginal productivity theory of income distribution, monopoly, and general equilibrium theory. Required for all majors.

3 credits

### EC 204L Intermediate Microeconomic Theory Lab

The lab is designed to provide a wide variety of experiences for students, involving them in "doing" economics rather than more passively learning about theoretical models and constructs. Activities include lectures on advanced mathematical methods, advance problem-solving projects, collaborative teamwork experiences, and computer simulations. Corequisite: EC 204. Note: This lab is required of all students pursuing the B.S. in Economics; it is optional for students earning the B.A.

1 credit

### EC 205 Intermediate Macroeconomic Theory

An analysis of the determination of national income and output; fiscal and monetary tools; growth, inflation, and stabilization policies. Computer applications. Required for all majors. Prerequisite: EC 12.

3 credits

### EC 205L Intermediate Macroeconomic Theory Lab

The lab is designed to provide a wide variety of experiences for students, involving them in "doing" economics rather than more passively learning about theoretical models and constructs. Activities include lectures on advanced mathematical methods, advance problem-solving projects, collaborative teamwork experiences, and computer simulations. Corequisite: EC 205. Note: This lab is required of all students pursuing the B.S. in Economics; it is optional for students earning the B.A.

1 credit

### EC 210 Money and Banking

Covers the commercial banking industry, the money market, Federal Reserve operations and policy making; classical, Keynesian, and monetarist theory. Prerequisite: EC 12.

3 credits

### EC 224 Labor Economics and Labor Relations

The fundamentals of economic analysis are applied to the labor sector of the U.S. economy. Topics considered include: the determination of wages, the union movement, discrimination issues, and the relationship between labor, management, and government. Pre-requisites: EC 11 and EC 12.

3 credits

**EC 230 Comparative Economic Systems**

The policies used in various advanced industrialized countries to attain their economic goals are examined. The economic institutions in socialist countries are compared to those which exist in capitalist countries. In particular, the economic systems of the USSR, East European nations, and some Western market economies are considered. Prerequisites: EC 11 and EC 12. *3 credits*

**EC 231 International Trade**

This course deals with international trade theory, U.S. commercial policy (tariffs, quotas), foreign exchange, international finance, balance of payments disequilibria, multinational enterprises. Prerequisite: EC 11. *3 credits*

**EC 233 International Economic Policy and Finance**

This offering explores international financial relations. Topics covered include the international monetary system, exchange rate systems, balance of payments adjustment mechanisms, as well as changes in international finance relations. The course treats theoretical concepts, and considers governmental policy approaches to the various problems. Prerequisite: EC 12. *3 credits*

**EC 235 Economic Development of Third World Nations**

The nature and causes of the problems facing the less industrialized nations of the world are considered. Primary attention is focused on the impact that various economic policies have on promoting economic development in the "Third World." Prerequisites: EC 11 and EC 12. *3 credits*

**EC 240 Health Economics**

This course applies microeconomic theory to the health sector of the U.S. economy. Topics include: the demand for health care, health insurance, the physician "shortage," physician specialty choice, the hospital sector, and medical cost inflation. Prerequisite: EC 11. *3 credits*

**EC 245 Antitrust and Regulation**

Examines the relationship between government and business. Antitrust laws and cases are reviewed in terms of their impact on resource efficiency. The format of agency command and control regulation is developed with specific examples from the federal sector. Prerequisite: EC 11. *3 credits*

**EC 250 Industrial Organization**

Using microeconomic theory, the economic behavior of firms and industries is examined. The course identifies factors affecting the competitive structure of markets. These structural characteristics are used to evaluate the efficiency of resource use. Topics include mergers, measures of concentration, pricing, entry barriers, technological change, and product development. Prerequisite: EC 11. *3 credits*

**EC 252 Urban Economics**

Analyzes the development of modern urban areas by applying the tools of economic analysis to their problems. Topics

include transportation, housing, the provision and financing of public services. Prerequisites: EC 11 and EC 12. *3 credits*

**EC 260 Marxism and Catholic Social Thought**

This course presents classical Marxian doctrine as found in the writings of Karl Marx and Frederick Engels, and Catholic teaching dealing with the economic and social order. The principal Marxian works studied are *The Economic and Philosophic Manuscripts of 1844*, *The Communist Manifesto*, and especially *Capital*. Catholic thought is studied in the major encyclicals, decrees of Church councils, and episcopal documents. The two "systems" are contrasted and interrelated. Prerequisites: EC 11 and EC 12. *3 credits*

**EC 265 Distribution of Income and Poverty in America**

Various theories of economic justice are studied so that the actual distribution of income in the United States can be analyzed. The factors which cause changes in the distribution of income and in the number of persons in poverty are considered. Prerequisites: EC 11 and EC 12. *3 credits*

**EC 273 History of Economic Thought**

The development of economic thought from ancient times to the present. Prerequisites: EC 11 and EC 12. *3 credits*

**EC 275 Managerial Economics**

Applies economic concepts and theory to the problem of making rational economic decisions. Topics discussed include inventory control, decision making under risk and uncertainty, capital budgeting, linear programming, product pricing procedures, forecasting, and economic vs. accounting concepts of profit and cost. Computer applications. Prerequisite: EC 11. *3 credits*

**EC 276 Public Finance**

A study of government expenditure and tax policies. Emphasis is placed upon evaluation of expenditures, the structure of federal, state, and local taxes, and the budget as an economic document. Prerequisites: EC 11, EC 12. *3 credits*

**EC 278 Statistics**

An introductory course in the basic concepts required for the analysis and interpretation of data. Topics in statistical inference include: testing of hypotheses, regression and correlation analysis. These tests are applied to data gathered on economic variables. Computer applications. Prerequisites: EC 11 and EC 12. *3 credits*

**EC 278L Statistics Lab**

The lab extends the material in the lecture portion of the course to include more advanced mathematical analysis, a greater variety of computer applications and an increased emphasis on experimental design. Corequisite: EC 278. Note: This lab is required of all students pursuing the B.S. in Economics; it is optional for students earning the B.A. *1 credit*



**EC 290 Mathematical Economics**

This course applies mathematical models and concepts to economic problems and issues. Mathematical techniques employed include calculus and matrix algebra. Applications to economics address the areas of consumer theory, theory of the firm, industrial organization, and macroeconomic modelling. Prerequisites: EC 11, EC 12, and MA 19 or equivalent.

3 credits

**EC 298 Independent Study**

For economic majors only; open to seniors by invitation.

**EC 299 Internship**

Students are placed in a professional environment by the Department. Interns are expected to use the economics and analytical skills they have acquired from the academic experience in a non-academic job setting. A written assignment which details the internship experience is expected to be submitted to a faculty sponsor by the end of the term.

3 credits

**EC 306 Business Cycles and Economic Forecasting**

This course considers the nature and causes of business cycles. Tools to analyze past fluctuations and to forecast future trends are developed. Both theory and practical applications are emphasized. Prerequisite: EC 205.

3 credits

**EC 320 Financial Markets and Institutions**

Matters examined include: capital markets, financial intermediaries; equities, bonds, options, futures; security analysis, portfolio theory, the efficient markets hypothesis. Students manage a hypothetical portfolio and use a computer model. Prerequisite: EC 210.

3 credits

**EC 380 Econometrics**

Introduces students to the process by which theories of economic behavior are formulated in mathematical terms and tested by the use of statistical methods. Both the technique and the limitations of econometric analyses are discussed as well as methods available for overcoming data problems in the measurement of quantitative economic relationships. Prerequisites: EC 11, EC 12, and EC 278.

3 credits

**EC 398 Senior Seminar**

Limited to senior majors in economics. The seminar has two objectives. One aim is to familiarize the participants with recent developments in the discipline. The other goal is to sharpen each student's research skills. Each student is expected to engage in a research project concerning a topic of his/her choice. Enrollment requires the permission of the instructor.

3 credits

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**Program in  
Education**


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**Coordinator:** Costa

**Advisors:** Anderson (*Sociology and Anthropology*), Boggio (*Chemistry*), Bowen (*English*), DeAngelis (*History*), Greenberg (*Politics*), MacDonnell (*Mathematics*), V. Newton (*Physics*), Poincelot (*Biology*), Sourieau (*Modern Languages and Literatures*)

This program is conducted in collaboration with the Graduate School of Education and Allied Professions and affords Fairfield University undergraduates the opportunity to seek an initial teaching certificate at the secondary school level (grades 7-12). Through this program, students may be certified in one of the following subject areas: English, History/Social Studies, Natural Sciences, Mathematics, or Languages: Modern or Ancient (Latin).

To be admitted to the Education minor, a student must have an SAT score of 1000, with neither verbal nor math subscores less than 400. Any student who took the SAT exam after April 1, 1995 must have a score of 110 with no less than 450 in each subtest. Students who do not meet these criteria must pass the Praxis I CBT Test. Applications for admission to the Education minor may be obtained from the Program Coordinator or from the Dean's office. Upon applying, the student will be interviewed by the Teacher Education screening committee.

Additional academic and personal criteria must be met prior to placement for student teaching and for recommendation upon completion of the program.

All students in this program must take the following courses leading to initial teacher certification:

ED 241	Educational Psychology
ED 329	Philosophy of Education: An Introduction (acceptable as 5th course in Area III provided the student is enrolled in the teacher certification program)
ED 363	Methods in Teaching OR
ED 362	English Methods (English certification only)
ED 381	Observation and Student Teaching
ED 350	Special Learners in the Regular Classroom
MD 300	Introduction to Educational Technology

In addition, students must complete coursework in one of the subject areas listed below.

## Certification in English

English majors seeking certification must also take the following:

*ENW 311	Advanced Composition
*ENW 317	Traditional Structural Grammar
*EN 405	Literature for Young Adults
ED 369	Developmental Reading in the Secondary School

\*\* One semester of U.S. History

\*\* SO 162 Race, Gender, and Ethnic Relations

(\* Double-counts toward English majors; EN 405 is offered through the Graduate School of Education and Allied Professions)

(\*\*Double-counts toward core requirements)

## Certification in History/Social Studies

A student majoring in history can earn this certification by:

- completing the History major.
- earning a total of 18 credits in the social sciences; coursework must be selected from each of the three disciplines: Economics, Politics, and Sociology. (Note: SO 162, Race, Gender, and Ethnic Relations, must be taken and thus can count as one of the social science courses. It will also count toward the core requirement in the social sciences.)

A student majoring in economics, politics, or sociology may earn this certification by:

- completing all coursework in his/her major.
- earning a total of 18 credits in history courses, including courses dealing with U.S. history, European history, and non-western history. (Note: such courses can include HI 30 and the second core requirement in history.)
- completing one additional 3-credit, social science course (Economics, Politics, or Sociology) outside of one's major.\* (Note: this course may be double-counted toward the core requirement.)

(\*SO 162, Race, Gender, and Ethnic Relations, must be taken and may be counted toward this requirement.)

## Certification in the Natural Sciences

A student majoring in a natural science (biology, chemistry, or physics) may earn certification in the sciences by:

- completing his/her major coursework.
- earning 3 credits in U.S. history.\*
- completing SO 162, Race, Gender, and Ethnic Relations.\*

(\* can double-count toward core requirements)

## Certification in Mathematics

To earn this certification a student must complete a minimum of 30 credits in mathematics plus 3 credits in U.S. history and SO 162, Race, Gender, and Ethnic Relations (these two also count toward core requirements).

## Certification in Languages: Modern or Ancient (Latin)

Students earn this certification by completing a minimum of 30 credits in one or two languages plus 3 credits in U.S. history and SO 162, Race, Gender, and Ethnic Relations (these two can also count toward core requirements).

\* \* \*

Descriptions of the education courses leading to initial certification are found below. Descriptions for all other courses are found under appropriate departmental course listings.

\* \* \*

### ED 241 Educational Psychology

This course considers a particular application of the more important psychological principles to educational theory and practice. This course embraces a systematic study of the educable being, habit formation, phases of learning, intellectual and emotional growth, and character formation. Individual differences, transfer of training, interest, attention, and motivation, insofar as they influence the teaching process, are included. The course also includes an observation of a secondary school for approximately one hour each week.

*3 credits*

### ED 315 History and Principles of Education

This course presents the historical development of education with regard to curriculum, methods, organization and control, and the relationship of society to each of these areas. The influence of philosophers and educators from Plato and Aristotle to Hutchins and Dewey are considered. During the second half of the course, stress is placed upon the historical development of the American public schools from Colonial times to the present.

*3 credits*

### ED 329 Philosophy of Education:

#### An Introduction

This introductory course is an application of the basic concepts of philosophy to education in general and to contemporary education theory in particular, to acquaint the educator with philosophical terminology, improve the clarity of the educator's thinking, and encourage personal commitment to his or her own philosophy of life.

*3 credits*

### ED 350 Special Learners in the Regular Classroom

This course is designed to familiarize the mainstream teacher with the developmental learning needs of children and youth who are exceptional. The special learning needs of mentally retarded, learning disabled, emotionally disturbed, and gifted and talented children and adolescents are discussed. Included in this discussion are methods of identifying and working effectively with special needs children and youth in the regular classroom. *3 credits*

### ED 362 Special Methods in Secondary School English

This course focuses on the organizational pattern in which English can best be taught and an analysis of the effectiveness of various types of methodology in bringing about changes in the language usage of young people. The course also considers such factors as appropriate curricula materials, methods of organization, approaches to the study of literature, and procedures most cogent in the field of grammar, composition, oral communication, and dialogue. *3 credits*

### ED 363 Methods of Teaching in Secondary Schools

Application of principles of education to classroom instruction in secondary schools are discussed. Attention is centered upon planning for teaching, uses of various methods and materials, tests, classroom management and discipline. Consideration is also given to the position of the teacher in public schools, special services available to teachers and pupils, extracurricular programs, and responsibilities of teachers. *3 credits*

### ED 369 Developmental Reading in the Secondary School

Topics include methods and materials for improving reading and study skills at the secondary level; the application of developmental reading skills in all curriculum areas. *3 credits*

### ED 381 & 382 Directed Observation and Student Teaching

This provides a semester experience in local schools for students who have been approved as qualified candidates for teaching at the secondary level. Students are involved four and one-half days each week in observation and teaching. The dynamics of classroom management, teaching techniques, organization of lesson plans and duties of faculty are emphasized. Group seminars are held one afternoon each week for discussion of student experiences and presentations on reading methods, audio-visual aids, and other topics. Individual conferences are also held and each student is assisted, observed, and evaluated by the University supervisor(s) and the cooperating teacher(s). *12 credits*

### ED 409 Transculturation

This course addresses non-verbal communication across cultures, the crosscultural mind, culture shock, and intercultural understanding. *3 credits*

### ED 459 Developmental Reading in the Secondary School

The emphasis of this course is on enhancing reading comprehension in all curricular areas at the secondary level. Current reading theory and research provide the framework for examining a variety of instructional strategies. Additional areas explored include questioning techniques, concept development, study strategies and assessment. *3 credits*

### MD 300 Introduction to Educational Technology

Students study the why of using instructional technology from educational theory, psychology of learning, and information theory points of view. Critical awareness of mass media and its impact on the society in general, and on young people in particular, with special attention to media and cultural diversity is emphasized. Students also study the wide range of conventional and new technologies of instruction including the use of computers in education, satellite communications, distant teaching and educational equality, and the new multimedia technologies. Effective utilization of instructional technology in schools focuses on the systematic planning of the learning environment, and understanding the process of media and multimedia production and presentations. The students are introduced to a variety of production and presentation technologies and interactive learning technologies, including video, graphic, and multimedia technologies. Lab fee: \$45. *3 credits*





## Program in Engineering

**Director:** M. Zabinski

The engineering program is cooperative with the University of Connecticut, Storrs, Conn.; Stevens Institute of Technology, Hoboken, N.J.; Rensselaer Polytechnic Institute (RPI), Troy, N.Y.; and Columbia University, New York City. This program offers the student three years of study in the humanities, mathematics, social science, pre-engineering, and natural sciences at Fairfield University and two years of specialized engineering courses at the School of Engineering of the University of Connecticut, Columbia, Stevens, or RPI. Upon completion of the five-year program the student receives a Bachelor of Arts degree from Fairfield University and a Bachelor of Science in Engineering from the University of Connecticut, Columbia, Stevens, or RPI.

The combined humanistic/professional education offered in this five-year engineering program equips the graduate with a competitive advantage for assuming a leading role in a career in private industry, government, or education.

The students who complete the first three years at Fairfield University in satisfactory standing will then transfer to the School of Engineering of their choice, i.e., the University of Connecticut, Columbia, Stevens, or RPI for enrollment as juniors. They will have the option of entering one of the following branches of engineering: chemical, civil, computer science and engineering, electrical, and mechanical engineering. In addition, RPI and Columbia offer degrees in nuclear, industrial, aeronautical and environmental engineering. Columbia and Stevens also offer a degree in engineering management.

Students intending to major in electrical or computer engineering are required to take Digital Electronics (EG 211), Circuit Analysis and Analog Systems (EG 212), and Programming in C++ in their sophomore and junior years. Students intending to major in Chemical engineering take Organic Chemistry (CH 211-212) and Introduction to Chemical Engineering (EG 250) in their junior year. A two-semester University of Connecticut foreign language requirement may be fulfilled either at Fairfield University or at the University of Connecticut. Students with a three-year language background are exempt. Students transferring to Columbia, Stevens, or RPI take Thermodynamics (PS 241) and Modern Physics (PS 285).

Engineering students are exempt from one of the Visual and Performing Arts core requirements.

All engineering students may select additional electives from a variety of physics, mathematics and computer science courses. These, in conjunction with extensive computer resources and physics laboratories, give the student an opportunity to acquire a valuable engineering background.

## Bachelor of Arts and Bachelor of Science

*(Major in Engineering)*

	Credits	
	Fall	Spring
<b>First Year</b>		
Physics (PS 15-16)	3	3
Physics Laboratory	1	1
Mathematics (MA 25-26)	3	3
English (EN 11-12)	3	3
Philosophy (PH 10-156)	3	3
Religious Studies (RS 10)	3	
Engineering 30		3
<b>Sophomore Year</b>		
Engineering (EG 201-202)	3	3
Mathematics (MA 227-228)	3	3
Arts — Religious Studies	3	3
English — Philosophy or Religious Studies	3	3
Social Science**	3	3
<b>Junior Year</b>		
Engineering (EG 399)	arr.	arr.
Chemistry (CH 11-12 or CH 17-18)	4	4
Mathematics (MA 321)	3	
Mathematics (MA 322)*		3
History (HI 30 plus one intermediate-level course)	3	3
Electives	3	3
Electives	3	3

\* (While not required, this math course is strongly recommended)

\*\* (Columbia requires one semester of Economics)

### EG 30 Introduction to Engineering & Fortran Programming

Introduction to the engineering profession. Visits to local industry. Computer programming in Fortran with applications; engineering calculation methods; analysis of engineering problems. No prerequisites. *3 credits*

**EG 201 Engineering Statics**

Fundamentals of mechanics. Elements of vector algebra; equations of equilibrium for stationary systems, analysis of trusses, friction and distributed forces. Vector methods are used. Computer projects are assigned. *3 credits*

**EG 202 Engineering Dynamics**

Basic principles of kinematics and kinetics of rigid bodies utilizing vector methods. Application to engineering problems. Topics covered include work and energy, impulse and momentum, curvilinear motion, plane motion, rigid body motion in three dimensions, mechanical vibrations. Computer projects are assigned. *3 credits*

**EG 211 Digital Electronics**

*(Cross-listed under Physics as PS 211.)*

This is a lecture and laboratory course where students will be trained in the practical aspects of digital electronics, beginning with simple transistor circuits and advancing to the design and development of microprocessor circuits. The following topics are presented: number systems (decimal, binary, octal, hexadecimal, BCD); Boolean algebra; integrated circuits versus discrete components; logic gates; AND/OR/NAND/NOR/XOR circuits; flip-flops; multiplexers and decoders; counters; registers; memory devices; arithmetic and logic units; analog/digital and digital/analog conversion techniques. Students will also utilize laboratory equipment such as bread-boarding equipment, pulsed, oscilloscopes, and logic probes. *4 credits*

**EG 212 Circuit Analysis and Analog Systems**

*(Cross-listed under Physics as PS 212.)*

This is a lecture and laboratory course where students will be introduced to the theory and practice of basic electronics and linear/analog circuitry. Topics covered include: Kirchhoff's laws and applications; concepts of capacitive and inductive reactance; impedance calculation using vector and complex notation; DC, AC, and transient circuit behavior; operation of basic solid state devices (diodes, junction transistors, FET's, SCR's); operational amplifiers; active and passive filters; feed-back techniques; and frequency dependent effects. The students also works with the basic laboratory test equipment such as the digital volt-ohm-amp meter, function generator, oscilloscope, and counter/timer. *4 credits*

**EG 250 Introduction to Chemical Engineering**

Introduction to the fundamentals of chemical processing. Applications of the principles of chemistry and physics to chemical processes and to the solution of industrial problems. *3 credits*

**EG 399 Independent Study**

The student may select the following special topics: computer aided design (CAD), Web page design (HTML and JavaScript), advanced programming and research. *1 or 2 credits*

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Department of  
**English**


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**Professors:** M. Regan, N. Rinaldi

**Associate Professors:** Bowen, Bridgford, Garvey, Halm, O'Driscoll, Rajan, Reddy, Wells

**Assistant Professors:** Boquet, Chappell, Epstein, D. Menagh, Mullan (*Chair*), R. Regan, Sanborn, Simon

**Lecturers:** Almeida, Baumgartner, Bayers, Bellas, Bennetts, Brown, Burlinson, Cheney, Duval, Feigenson, Garavel, Gray, Haas, Liftig, Mitchell, Moliterno, Nashel, Neenan, Rierden, J. Rinaldi, Sanders, Skeeter, Stern, Sullivan, Sweeney, Szivos, Wallace, Whitaker, White

As an academic discipline, the study of English has these goals:

- 1) to acquaint the student with the various types of imaginative literature, such as the novel, the short story, poetry, and drama;
- 2) to develop the student's analytic and organizational skills through the interpretation of literature;
- 3) to give the student further training in the organization and effective articulation of ideas in writing, including in some cases preparation for careers as professional writers or for careers where strong writing skills will be an asset.

**Requirements for the English Major**

**Students who select the English major after September 1, 1996 must satisfy the following requirements.**

English majors must take 10 English courses beyond EN 11-12. Of these 10 courses, five must be designated as core courses and five must be designated as field electives.

**Core Courses:** The purpose of the core requirement is to expose the student to the relationship between the experience of literature and the contexts of history, genre, theory, and societal position, and to provide all majors with a shared but flexible pattern of study. In order to fulfill the core requirement, each major must take at least one course from each of the following five areas.

Area I: pre-1800 literature

Area II: nineteenth-century literature

Area III: twentieth-century literature

Area IV: the ways in which genre affects the production and reception of literature

Area V: the ways in which theoretical and/or societal positions affect the production and reception of literature.

If a course is listed as fulfilling more than one of these core requirements, the student may use it to fulfill either but not both of those requirements.

**Field Electives:** The purpose of the field elective requirement is to enable the student to pursue a directed program of study that is responsive to his or her own interests and needs. To fulfill the field elective requirement, each major must develop, in consultation with a departmental advisor, a program of study in a clearly defined field. A field may be defined by the parameters of a historical period, a geographical area, a genre, a theoretical approach, a societal position, a professional career path, or by any other parameters that will produce a field capable of sustaining a focused inquiry.

**Students who had selected the English major before September 1, 1996 may satisfy the new requirements (listed above) or the old requirements (listed below).**

For English Majors, the English Department offers two concentrations, one in literature and one in writing. Both programs normally require that the student take at least ten 200-300-level courses after successful completion of EN 11 and EN 12. The student can also register for dual concentration by taking 12 courses, six in literature and six in writing. The English Department places great emphasis on consultation between the student and a departmental advisor of the student's choice during the process of selecting courses.

The special requirements of each program are as follows:

- 1) **English Major with a Concentration in Literature.** English/Literature majors must take 10 English courses beyond English 11-12. At least half should be from courses numbered 300-399. At least six must be literature courses; the rest may be either literature or writing courses. The historical period requirement for the major may be fulfilled either by taking Major Authors I and II or by taking a series of three elective courses. For details on the components of this elective

series, students must consult the English department registration packet. Majors are strongly urged to meet with a departmental advisor in order to develop a coherent sequence of courses suitable to individual needs and requirements.

- 2) **English Major with a Concentration in Writing.** English/Writing majors must take six courses in writing selected from English courses marked with the prefix "W," or other writing courses approved by the Director of the Writing Concentration. The English/Writing major must also take four literature courses beyond English 11-12, at least half of which must be from courses numbered 300-399. Since the Writing Program offers a broad spectrum of courses ranging from poetry and fiction to journalism and scriptwriting for television, each student should consult with a faculty advisor in order to design a program that will reflect the individual's needs.

**The English Minor.** The English minor must take **five** English courses beyond English 11-12. At least two of the five courses must be literature (EN) courses.

### EN 11 Composition and Prose Literature

The purpose of this course is to introduce students to the writing and reading skills and strategies which best prepare them for the writing tasks they will encounter at the university level and beyond. The goals of this course are accomplished through student-generated writing and the study of essays and other forms of literary nonfiction.

*3 credits*

### EN 12 Introduction to Literature and Writing the Research Paper

This course provides a study of drama, fiction and poetry as they reflect literary and cultural approaches to the individual's experience and society. EN 12 covers critical writing as an extension of composition in EN 11. This course also teaches students to write a thesis-driven, coherently developed research paper that incorporates and documents sources. (Prerequisite: EN 11 or its equivalent)

*3 credits*

**EN 12, or its equivalent, is a prerequisite for all upper-level English courses.**

## Literature Courses

### EN 203 / CI 103 Masterpieces of Greek Literature in English Translation

A survey of major works of ancient Greek literature. Emphasis will be on the content of this literature as a key to understanding classical Greek civilization, and as meaningful in a contemporary context.

*3 credits*



**EN 250 The Epic Hero**

This course ranges from Homer to J.R.R. Tolkien. The epic writer employs a vast canvas in telling his story and so gives us a picture of an entire civilization. His hero embodies the highest values of his society and represents that society against the forces of chaos and evil. Our focus, then, is on the changing image of the hero, particularly as presented in the *Iliad*, the *Odyssey*, the *Aeneid*, and *The Lord of the Rings*. 3 credits

**EN 251 Major Authors in English Literature I**

This is a course designed to provide English majors and non-majors alike with an introduction to major literary figures and critical works of each important period in the development of English literature. The first semester, EN 251 deals with authors from Chaucer to Samuel Johnson. (Formerly EN 350)

3 credits

**EN 252 Major Authors in English Literature II**

This is a course designed to provide English majors and non-majors alike with an introduction to major literary figures and critical works of each important period in the development of English literature. The first semester, EN 251 (formerly EN 350), deals with authors from William Blake to Dylan Thomas.

(Formerly EN 360)

3 credits

**EN 255 Shakespeare**

A study of Shakespeare's career as dramatist. Plays are drawn from Shakespeare's farces, romantic comedies, history plays, tragedies, and romances, and will include *The Taming of the Shrew*, *Richard III*, *A Midsummer Night's Dream*, *Hamlet*, *Othello*, *King Lear*, and *The Tempest*.

3 credits

**EN 260 Understanding Poetry I**

Offered for those students with no previous knowledge of poetry as well as those who wish to develop and enrich their understanding of the genre; students who have experienced difficulty in understanding poetry in the past are welcome. Course readings include selections from narrative, epic, and lyric poetry, with concentration on shorter lyric poems. The course includes readings and discussions with visiting poets.

3 credits

**EN 261 Understanding Poetry II**

Concentrates on the reading of longer narrative and lyric poems for study of the work of individual poets. The work includes readings and discussions with visiting poets. Understanding Poetry I is an appropriate, but not a necessary, prerequisite to it. Students who have not taken Understanding Poetry I are requested to read Perrine's *Sound and Sense* or any other introduction-to-poetry text in preparation for the course. 3 credits

**EN 264 Allegory and Fantasy**

A genre study of literary works involving imaginary worlds, with emphasis on symbolic interpretation of landscapes, characters, objects, and events. In this course, we search for the relevance of these imaginary worlds to the real world. Authors studied are chosen from the following list: Lewis Carroll, E.M. Forster, Nathaniel Hawthorne, Joseph Heller, Franz Kafka,

Jerzy Kosinski, C.S. Lewis, Herman Melville, Flannery O'Connor, Robert Pirsig, J.R.R. Tolkien, and Kurt Vonnegut.

3 credits

**EN 265 Major Works of World Literature**

This course surveys some major works of world literature, from ancient times to the present. Because the works are chosen from a broad span of cultures and periods, the course focuses on the function of literature: what kinds of stories do people tell about their societies? What are their major concerns, and how are these represented in fiction? How can we compare stories from one culture or period with those from another? The course discusses genre and style as well as content. Books include *The Epic of Gilgamesh*, Boccaccio, Marguerite de Navarre, Madame de Lafayette, and Gabriel Garcia Marquez. 3 credits

**EN 266 The Russian Novel and Western Literature**

A comparative study of major Russian authors of the nineteenth century and their contemporaries in France, Germany, England, and America. Course begins with short fiction and then moves to novels such as *Père Goriot*, *Crime and Punishment*, *A Hero of Our Time*, and *Madame Bovary*. Russian writers include Pushkin, Gogol, Lermontov, Dostoevsky, Turgenev, and Tolstoy. Possible topics for discussion include the role of marriage and attitudes towards the family, urban vs. rural existence – especially the role of the city, the fantastic in literature, narrative technique and the development of nineteenth-century fiction. (formerly EN 373)

3 credits

**EN 267 Modern British Literature**

A study of Conrad, Joyce, Lawrence, and Virginia Woolf: writers who profoundly changed the shape of the novel. This change is also reflected in the writings of Evelyn Waugh, Graham Greene, George Orwell, and Aldous Huxley.

3 credits

**EN 269 Modern Irish Drama**

An introductory survey course in twentieth century Irish drama including the plays of Sean O'Casey, J.M. Synge, W.B. Yeats, and Lady Gregory, Samuel Beckett, Brian Friel, Theresa Deevey, Frank McGuinness, and Sebastian Barry. The course considers the work of Irish repertory theatre groups such as the Abbey and Gate Theatres of Dublin, the Lyric of Belfast, and the Irish language theatre of Galway. Videos from the Lincoln Center Performing Arts Library with renowned Irish performers such as Siobhan McKenna, Barrie Fitzgerald, and Jack MacGowan are viewed. Finally, the class attends Irish plays performed at the Irish Arts Center and the Irish Repertory Theater in New York City. (formerly EN 357)

3 credits

**EN 270 Studies in American Literature**

This course begins with a survey of the Puritan background to American literature and the writings of the early republic. The emphasis is placed on the early national period and the romantic phase in American literature leading up to the Civil War. The writers studied include Irving, Cooper, Melville, Poe, Emerson, Thoreau, Hawthorne, and Whitman.

3 credits

**EN 271 The Frontier in American Literature**

For the last five centuries, the frontier – understood as the place where “humanity” comes into contact with its apparent absence in the shape of alien beings and landscapes – has been the subject of some of the most lasting powerful American stories. In this course, we concentrate on some of the major representations of the frontier produced between the 1820s and the present in order to learn how to recognize and talk about the position that the American “western” has occupied in our culture. Authors include Cooper, Twain, Cather, and McCarthy; filmmakers include Ford, Peckinpagh, and Eastwood. (formerly EN 385) *3 credits*

**EN 272 Development of the American Short Story**

This course traces the development of the American short story from its emergence in the literary-historical context of 19th century America to its maturity in the 20th century. It explores most intensively the writings of Poe, Hawthorne, James, and Hemingway, but considers, as well, the contributions to the genre of Irving, Crane, and numerous other writers. *3 credits*

**EN 280 The Nature of the Hero**

The course begins with a general discussion of the meaning and function of heroes in society, focusing on them as projections of society's life values. Joseph Campbell's study of the archetype of the hero and the heroic journey are used as a reference point. *3 credits*

**EN 282 The Study of Human Behavior Through Literature**

Students are taught how to apply basic theories from psychoanalysis and humanistic psychology to folk literature, drama, and fiction. *3 credits*

**EN 285 The Modern Tradition: International Short Fiction**

A study of important works of short fiction from around the world written during the last century. Texts have been selected on the bases of the degree to which and the specific manners in which they may be said to contribute to a characteristically “modern” sense of human existence and the function of narrative art. Through textual analysis, an effort is made to compare and contrast various versions of the modern experience as produced by such authors as Gogol, Melville, Mansfield, Joyce, Lawrence, Cather, Tolstoy, Chekhov, Kafka, Hemingway, Lessing, Borges, Barth, Boll, Mishima, Achebe, Erdrich, and Atwood. *3 credits*

**EN 286 Existential Literature**

This course is a study of the existential world view as one of the most important bodies of thought in the 19th and 20th centuries. Absurd thought is studied, also, as a closely related view of the nature of human life. Existential and absurd values are used to confront the following problems: human freedom vs. biological and social determinism, the creation of life meaning vs. the surrender to nothingness implicit in suicide, belief in God vs. affirmation of a humanly centered world, and contribution to society vs. nihilistic withdrawal.

Emphasis is placed on the perception that existentialism is a positive, even optimistic, philosophy of life; that it is not nihilistic and pessimistic, as it is sometimes misunderstood to be. Emphasis is also placed on the fact that existentialism is not necessarily atheistic, that some of the prominent exponents of existential thought have written of their belief in God.

Among the authors read are Kierkegaard, Nietzsche, Dostoyevsky, Sartre, Kafka, Faulkner, Beckett, and Camus. *3 credits*

**EN 289 Modern Women Writers**

The course is a study of works by English, American, British and Australian writers of the 20th century, with particular emphasis on their efforts to address the conflicts encountered by women of diverse backgrounds in their various roles and stages in life. The genres includes fiction, memoir and autobiography. There is continuing attention to the literary traditions established by women authors, such as Virginia Woolf, Charlotte Perkins Gilman, Edith Wharton, Kate Chopin, Sylvia Plath, Susanna Kaysen, Jill Ker Conway, Maya Angelou, Carolyn Chute, Anne Tyler and Harriett Doerr. *3 credits*

**EN 290 Literature of the Holocaust**

After an introduction to the historical, political, and social backgrounds of the Holocaust, this course investigates through literature the systematic genocide of Jews and other groups by Germany (1933-1945). The course seeks to discover how the Holocaust came about and what it means now to our understanding of human nature and of our civilization. Readings include Appelfeld's *Badenheim, 1939*, Weisel's *Night*, Borowski's *This Way to the Gas, Ladies and Gentlemen*, Levi's *Survival in Auschwitz*, Epstein's *King of the Jews*, Schwarz-Bart's *The Last of the Just*, and Singer's *Enemies, A Love Story*. *3 credits*

**EN 294 Literary Investigations of Death**

Any thoughts about the meaning of death are thoughts about the meaning of life. Literature speaks often of matters which everyday conversation avoids, and literature has dealt constantly with death. This course examines how authors from various cultures, ancient and modern, have viewed death. The course examines these different views without philosophical or theological assumptions, leaving the student free to decide which views are useful. Among the works read are Gilgamesh, Genesis, Charlotte's Web, The Sorrows of Young Werther, No Exit, “Death in Venice,” “The Death of Ivan Ilych,” and The End of the Affair. *3 credits*

**EN 337 Race, Culture, and American Realism**

This course is an exploration of the ways in which the concepts of race and culture have shaped the conventions of realistic representation. After a survey of “race literature” in the late nineteenth and early twentieth centuries, we will turn to a series of mid-twentieth-century novels that work with and against the grain of the anthropological concept of culture. Having established the ongoing tension between these two ways of representing human differences, we will add a final complication, examining the ways in which some recent works of antiracist and multicultural literature have addressed the consumerist,



late-capitalist desire for authentic representations of "culture." Authors include Twain, Chesnutt, Hurston, Kingston, Cisneros, DeLillo, Alexie, and Spiegelman. *3 credits*

### EN 341 Early African-American Literature

A survey of some of the major works of African-American literature produced before the publication of W.E.B. DuBois's *The Souls of Black Folk* in 1903. We will begin with a section on the slave narrative and African-American poetry, followed by a brief look at the representations of black people in nineteenth-century literature by white people. We will conclude with an examination of the major fiction and non-fiction of the second half of the nineteenth century, with particular emphasis on works from the 1890s. Authors include Wheatley, Douglass, Jacobs, Chesnutt, Harper, Dunbar, Washington, and DuBois. *3 credits*

### EN 342 Voices and Visions: Five American Poets

An intensive study of five major American poets. Poems by Walt Whitman, Emily Dickinson, Robert Frost, T.S. Eliot and Langston Hughes will be considered. The aim of the course will be to examine significant themes in the work of these poets, and to explore the ways in which the poetic process develops structures and meanings through patterns of imagery and the complex resources of language. Some attention will be given to the biographies of the poets and the historical periods in which they worked. *3 credits*

### EN 343 Religious Themes in Twentieth Century Literature

This course examines both the form of critically acclaimed literature of the late twentieth century, and the authors' focus on fundamental religious issues: the human search for meaning, belief and unbelief, the experience of grace and the Transcendent, the nature of sin and of forgiveness, the need for and experience of a community of belief, the demands of discipleship. *3 credits*

### EN 344 African American Fiction: 1940 - present

A comparative study of novels by African American men and women. Begins with Richard Wright's *Native Son* and Ann Petry's *The Street*, includes authors such as Ralph Ellison, Dorothy West, Alice Walker, Ernest Gaines, Terry McMillan, David Bradley, and concludes with works published in the 1990s. Exploring race and gender in the United States from both male and female perspectives, the course will focus on topics such as family, religion, slavery, urban experience, education, and history. *3 credits*

### EN 345 Representations

This course will focus on "ways of seeing" and the "gaze" which are constructed and maintained in contemporary culture within the concept of representation. The course is balanced on the margins of textual and visual materials (paintings and films), has an interdisciplinary theoretical base, and will examine the "presentation" and "representation" of self, subject, and identity as narrative, biography, and autobiography. We will focus upon the notion of realism and politics of realism (or between traditional ways of seeing and deconstructed ways of seeing). By reading theoretical tracts on the "ways of seeing" and by using films and art slides to test these theoretical materials, we

will critique contemporary notions of "seeing" and "being seen." *Crosslisted under Visual and Performing Arts as FA 345. Students are not permitted to take this course under both designations. 3 credits*

### EN 346 The Woman Question: Early Feminism and Nineteenth-Century American Literature

This course will examine some of the major works of nineteenth-century American literature in relation to the issue that was popularly known as "the woman question." The course will begin in the 1850s, a time when American feminists were beginning to intensify their questioning of the status of "woman," both philosophically and politically, and when a group of "domestic feminists" led by Harriet Beecher Stowe were becoming the most popular writers in the country. The course ends in the 1890s when the conventions of sentimental fiction were being superseded by realism and regionalism, and when an explicitly anti-domestic image of womanhood was beginning to be formulated around the figure of the New Woman. Authors include Stowe, Fern, Hawthorne, Jacobs, Alcott, Gilman, Jewett, and Chopin. *3 credits*

### EN 348 Contemporary Women Writers of Color

This course offers a perspective on American literature that both continues and challenges that multi-voiced tradition. Focuses on works by Native American, Asian American, African American, and Latina women writers, from the mid-70s to the 90s, considering issues of race, gender, ethnicity, class, and sexuality especially as these contribute to concepts of identity, for both the individual and the community. Authors may include Sandra Cisneros, Julia Alvarez, Leslie Silko, Louise Erdrich, Gloria Naylor, Octavia Butler, Amy Tan, Cynthia Kahohata, Bharati Mukherjee. *3 credits*

### EN 349 Introduction to Cultural Studies

This is an interdisciplinary course which will examine the concept of culture as it is constructed, sustained and contested within the U.S. and U.K. The readings will focus upon the history, theory and practice of culture (both high and mass) in the two countries. Class discussions will focus on the interactive impact of our understanding of the term "culture" upon contemporary societies as it factors into nationhood, race, gender, class and media. As a way of understanding the various theories that undergird our experience of culture, we will read critical/cultural theory, take in a play in NYC, see films and view art slides. *3 credits*

### EN 351 Writing the Immigrant Experience: Novels of Dislocation and Identity

Moving to a new country causes a loss of identity; creating a new way of life involves building a new self. The novels we read in this course chart the ways different immigrants to the United States respond to the need to recreate the self. The writers grapple with a new language and cultural obstacles; we will explore the ways in which identity is created through this experience. The immigrant shapes a new self by assimilating into the dominant culture or marking one's difference from it. We will look for what all these writers have in common as they use fiction to create a new identity, and we will ask what it means to "be an American" in a multi-ethnic society. *3 credits*



**EN 352 Chaucer**

The course will consist of a close reading, in middle English translated on the page, of Chaucer's major work, *The Canterbury Tales*. Classes include discussions of the themes, characterizations, literary genres, philosophical concepts, stylistic techniques, and pure charm of this monument of Western literature. Although background material will be provided or assigned as necessary, concentration will be on the text itself rather than on critical or historical commentary.

3 credits

**EN 353 Gender and Western Values:****Literature of Early Modern Europe**

Early Modern literature of England and the Continent is traditionally conceived as a collection of "great names" – Shakespeare, Rabelais, Cervantes, Machiavelli, Thomas More, and others. Recently, new historians and feminist scholars have been recovering other kinds of texts and rediscovering works by women such as Anna Hoyers, Madeleine and Catherine des Roches, Gaspara Stampa, and Saint Teresa. Our current knowledge of gender constructs is used to look again at the familiar Western values we see as "established" by the traditional texts: for example, the individual, social tolerance, religious pursuit of the ideal, and sense of humor. In the context of the new texts and the new theories, do we see these Western values as universally true or as culturally constructed?

3 credits

**EN 354 Love, Gender, Spirituality:****Literature of Early Modern England**

The institution of "true love" was formulated during the late Medieval and Early Modern periods, and it remains a basic operational "truth" of contemporary culture. In the literature of Early Modern England and Europe, both the traditional male authors and the recently revalorized female authors frequently write about love, among them Shakespeare, Spenser, Donne, Sidney, Katherine Philips, Mary Wroth, Vittoria Colonna, Petrarch, Helisenne de Crenne. In today's and yesterday's cultural continuum, what is the relationship between our concept of "true love," with its spiritual valence, and our construction of the "masculine" and "feminine" gender concepts?

3 credits

**EN 355 Shakespeare I: The Elizabethan Age**

A study of Shakespeare's earlier comedies and history plays. Works include *The Comedy of Errors*, *The Taming of the Shrew*, *A Midsummer Night's Dream*, *Richard III*, and *Henry IV, Part One*. *Romeo and Juliet* is also studied as an early tragedy.

3 credits

**EN 356 Shakespeare II: The Jacobean Age**

A study of Shakespeare's later comedies and the tragedies. Plays include romantic comedies (*As You Like It*, *Twelfth Night*), tragedies (*Hamlet*, *Othello*, *King Lear*), problem comedies (*All's Well that Ends Well*, *Measure for Measure*), and romances (*The Tempest*).

3 credits

**EN 358 17th English Literature**

A selective survey of 17th century English literature which includes the drama, poetry, and prose of the century. Se-

lected works from: Donne, Jonson, Webster, Herbert, Herrick, Suckling, Lovelace, Marvell, Crashaw, Bunyan, Walton, Pepys, Behn, and Cavendish.

3 credits

**EN 359 Milton: Poet & Rebel**

Called "a church of one," Milton was an original thinker and a poetic genius. The course proceeds from his early poems, looks at his controversial prose, and focuses on his mature masterpieces: *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*.

3 credits

**EN 361 18th Century English Literature**

A selective survey of 18th century English literature. Authors studied include Pope, Swift, Gray, Johnson, Boswell, Goldsmith, Burns, and Montague.

3 credits

**EN 363 Sex and Sensibility:****Approaches to the Study of Women's Writing**

This course examines a variety of fiction by women, from the late seventeenth century to the present; various feminist critical approaches are studied and applied to the fiction, so that students become familiar with feminist critical interpretation. We will identify particular themes, structures, and techniques that mark women's fiction, and consider them as responses to specific social and historical conditions. The course will define a range of categories, from feminist to feminine writing, covered by the term "women's fiction."

3 credits

**EN 364 The Rise of the British Novel:****The Beginnings to Dickens**

An intensive study of the novel as a developing literary form over the first 150 years of its existence. Both stylistic and thematic aspects of this earliest or traditional phase of the novel are considered with regard to their historical evolution. Among the authors studied are Daniel Defoe, Henry Fielding, Laurence Sterne, Jane Austen, Emily Bronte, and Charles Dickens.

3 credits

**EN 365 The Romantic Movement**

This course concentrates on the greatest poems and shorter lyrics by Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. Infused with high emotion, reverence for nature, imaginative symbols and innovative forms of expression; these poems are among the richest treasures of English literature. Mary Shelley's *Frankenstein*, a hauntingly provocative novel, will also be read.

3 credits

**EN 366 20th Century Russian Novel**

A continuation of EN 373 – *The Russian Novel and Western Literatures*, this course assumes some knowledge of nineteenth-century Russian writers. The course is also comparative in scope: as students read works by Russian and Soviet authors, they study parallel texts by Western and East European novelists. Course begins with the "Silver Age," then moves to post-Revolutionary fiction and versions of dystopias; later sections consider problems of exile and dual identity, as well as the effects of the Stalin years, ending with a contemporary portrayal of life in Leningrad.

3 credits

**EN 367 Victorian Poetry & Poetics**

A study of poetry and theories of poetry by Victorian men and women. This course will examine the various and varying concepts of "self" vis-a-vis Victorian culture, religion, science, politics, and sexuality in the works of some major poets. Beginning with Arnold and ending with Wilde, the course will explore the poetics of literary movements such as Victorianism, Pre-Raphaelitism, Decadence, Aestheticism, and Symbolism.

3 credits

**EN 368 Imperial Fictions and Colonial Voice Overs**

This course will examine the tenor and temper of some British novels which are also tales of colonization. These tales will be measured against the responses from peoples in those colonized nations. Specifically, the course will focus on theoretical questions which address colonized subjectivities by raising questions on issues of nation/narration, minority discourse/canonical injunctions, imperial/colonial subjectivity, identity, home and location/dislocation. The foundational and over-arching premise of "orientalism" (as a gaze turned upon the colonized) will undergird most of the class discussions.

3 credits

**EN 369 Irish Literature**

A survey of Irish literature, including drama, poetry, prose from the eighth century to the present. The course includes a study of the Irish Literary Renaissance (Yeats, Synge, Lady Gregory, the Abbey Theatre) as well as the work of more recent Irish writers (Seamus Heaney, Eavan Boland, Brian Friel, Edna O'Brien) and some study of contemporary Irish film.

3 credits

**EN 370 Victorian Novels**

This course will forge a sense of continuity from the emergence of the novel in the 18th C. to the development of the modern novel in the 20th C. By examining the various narrative strategies employed by writers during the 19th C. it will re-address central Victorian concerns such as the tensions between the classes and the contentions between the sexes. This course will also help situate the origins of ideological, psychological, and social issues that come to dominate the modern novel by deconstructing the discourses of "self," "woman," "sexuality," and "family/marriage." We will read Sand, Eliot, Dickens, Thackeray, Pater, Hardy, and Michel Foucault.

3 credits

**EN 371 African American Women's Writing**

This course offers a comprehensive study of writing by African-American Women, from the mid-nineteenth century to the present, including autobiography, poetry, drama, and fiction. Begins with a slave narrative, then moves to the turn of the century and the Harlem Renaissance; later writers may include Hurston, Petry, Shange, Brooks, Lorde, Margaret Walker, Paule Marshall, Alice Walker, Toni Morrison and Gloria Naylor.

3 credits

**EN 372 Comedy**

A survey of various forms of literary, dramatic and film comedy from Aristophanes to Joseph Heller. Emphasis is on

how comic writers and directors use structure, character, tone, and convention to create comic forms, including festive comedy, satire, comedy of manners, farce, and black comedy.

3 credits

**EN 374 The Modern British Novel: Henry James to the Present**

An analysis of significant developments in the British novel which occurred between the end of the 19th century and the contemporary period. Particular attention is paid to the great experimental novelists whose innovations radically changed the novel as a literary form and reflector of reality, writers such as Henry James, Joseph Conrad, D.H. Lawrence, James Joyce, and Virginia Woolf.

3 credits

**EN 375 Postmodernism in World Literature**

A continuation of EN 397 (Modernism), this course will explore fiction from 1945 to the present, as well as theories of the postmodern. Writers may include Beckett, Borges, Robbe-Grillet, Nabokov, Calvino, Brooke-Rose, Morrison, Handke, Auster. Some topics for discussion will be reflexivity, detection, labyrinths, madness, urban experience, gender and creativity.

3 credits

**EN 376 Modern Drama**

Selected readings of major modern Western plays from around 1850 to the end of the Second World War in 1945. The course will include plays from such major Western dramatists as Buchner, Ibsen, Shaw, Pirandello, Chekhov, and Brecht, with an occasional inclusion of lesser or non-canonical figures. The course will operate in the form of a seminar and focus on close and careful reading of selected plays, paying attention to thematic and structural elements, conventions of the form or genre, and the cultural-material conditions under which the plays were created.

3 credits

**EN 377 Contemporary Drama**

This course will include close and careful reading of contemporary plays from around 1950 to the present, beginning with Beckett and ending with the most recent plays available in text form. This course will have a seminar format, and require attendance and critical review of at least one live performance. Besides close and careful attention to thematic and structural elements and to conventions underlying dramatic form or genre, this course will address the cultural-material conditions under which selected plays were created.

3 credits

**EN 378 The Spirit of Place — Environment as a Shaper of Identity in America**

This course explores the psychological, sociological, and physical effects of the American Environment from the East coast to the West coast through essays, drama, novels and poetry. Through the writings of Arthur Miller, Tennessee Williams, Robert Frost, Emily Dickinson, Willa Cather, Edith Wharton, Nathaniel West, Wendell Berry, Philip Levine, M. Scott Momaday, among many others, the students will study the connection between place and soul as the sociological history of America unfolds chronologically. The student will be able to better understand his/her identity rooted in a particular place through the mirror of the literature.

3 credits

**EN 379 Film and Literature**

This course begins with a survey of the film industry's historical dependency upon literary properties. A comparison analysis is made of specific films adapted from novels, plays, short stories, and poems. The overall intention of this course is to provide the student with a historical and critical perspective on the film as an art form. *3 credits*

**EN 380 Colonial American Literature**

A survey of American literature between 1620 and 1830, focusing on the historical, theological, political, and personal contexts that conditioned the development of a recognizably "American" mode of literary representation. Authors include Shepard, Bradstreet, Rowlandson, Wheatley, Jefferson, Franklin, Brown, and Irving. *3 credits*

**EN 381 American Romanticism**

A survey of American literature between 1830 and 1865, focusing on the relationship between this literature and the cultural and political history of the period. Authors will include Emerson, Fuller, Poe, Hawthorne, Melville, Douglass, Fern, Jacobs, Whitman, and Dickinson. *3 credits*

**EN 382 American Literature: 1865-1920**

This course concerns itself with the evolution of American realism after the Civil War and the subsequent naturalistic movement in American Literature. The writings of Twain, Howells, DeForest, James, Crane, Dreiser, and others. *3 credits*

**EN 383 American Literature: 1920-1950**

The development of the modern American writer will be traced from the post-World War I era through the Depression and to the period immediately following World War II. The writings of Fitzgerald, Hemingway, Faulkner, Frost, Steinbeck, O'Neill, Mailer, Lowell, Bellow, and others. *3 credits*

**EN 384 American Literature: 1950-Present**

Significant developments in American fiction and poetry from the period immediately following World War II to the present. The writings of Salinger, Updike, Bellow, Vonnegut, Malamud, Barth, Pynchon, Ginsberg, Ferlinghetti, Sexton, and others. *3 credits*

**EN 386 Native American Literature**

The major focus of this course will be on novels, short stories and poems written by American Indian writers during the twentieth century. For purposes of background some attention will also be given to a number of significant works composed prior to this century. The texts will be examined primarily for their literary value, yet the course will also examine the broad image of American Indian culture that emerges from these works. Attention will be given to the philosophical, historical and sociological dimensions of the material. *3 credits*

**EN 387 The American Novel**

Tracing the American novel from its imitative beginnings to its development as a unique literary form is the matter of this course. Representative novels by Hawthorne, Melville, James, Faulkner, Bellow, etc., will be examined during the semester. *3 credits*

**EN 388 Jewish Literature**

Mohammed, founder of Islam, called the Jews the "People of the Book." Starting with the story of God's giving of the Law to Moses on Mt. Sinai, written narrative has been central to Jewish identity and the Jewish search for meaning. This course will survey Jewish Literature (sacred and secular) from Torah (the Hebrew Bible) to modern writings. It will focus on the ethical, historical, imaginative, philosophical, and humorous richness of Judaism. Among the authors read will be Josephus, Maimonides, Luzzatto, Sholom Aleichem, Franz Kafka, I.B. Singer, Bernard Malamud, Philip Roth, and Aharon Appelfeld. *3 credits*

**EN 389 Literature and Religion:****The American Experience**

This course surveys the relationship of literature to religion in the history of American letters. Beginning with the moral didacticism of early Puritan literature, the American writer has manifested a persistent concern with religio-ethical matters as well as the impact of religious institutions in shaping our social and cultural environment. Using literary texts by major American writers, the course evaluates both the critical perspective and relevance of the imaginative writer's treatment of religious questions. *3 credits*

**EN 390 Modern Poets and Belief**

A reading of Yeats, Hopkins, Eliot, Frost, and Stevens. These poets — important in themselves — adopt various strategies in confronting the modern industrial and technological world. Their individual beliefs offer a momentary stay against confusion and provide striking contrasts. *3 credits*

**EN 391 Myth in American Literature**

This course starts with an introduction to myth, in general, as an imaginatively conceived worldview or explanation of the meaning of life. Among the topics to be considered are the nature and genesis of myth, and the function of myth for the individual in the search for meaning and for the community in its search for collective meaning.

These ideas will then be applied to mythic themes which have given structure to the American experience, particularly to the Myth of Adam, the Fall, the Seduction of Innocence, and Coming of the Tragic Hero, and Rebirth and Redemption.

Among the American authors to be read are Emerson, Hawthorne, Melville, Howells, James, Dreiser, Fitzgerald, Faulkner, Flannery O'Connor, and Vonnegut. *3 credits*

**EN 392 The City in Literature**

This course will explore literary evocations of the city, focusing on different material each semester, from an interdisciplinary perspective. In many ways, a city is as much a mental landscape as a physical one; books on the city refer to it as image, idea, metaphor, vision, myth, catalyst. We will consider how these terms apply to a representation of a metropolis, as well as how one can look at the city as artifact, fiction, construct. Other possible topics for discussion include the traditional dichotomy of country vs. city, the relationship between gender and urban representation, and the connections between literature and other fields. *3 credits*



**EN 393 James Joyce's *Ulysses***

Analysis and interpretation of James Joyce's comic novel, *Ulysses*. Emphasis will be on intensive reading of the text and extensive reading of related criticism and scholarship. Prerequisite: Reading of *Dubliners* and *Portrait of the Artist as a Young Man*. 3 credits

**EN 394 The Inklings:****Tolkien, C.S. Lewis, Charles Williams**

"The Inklings" were a remarkable group of Oxford dons whose writings still influence millions of readers. As a recent literary phenomenon they deserve serious attention, both as a group and individually. The course will concentrate on their fictional works (the making of Other Worlds) as well as their literary theories. Some acquaintance with Tolkien's *Lord of the Rings* is presumed. 3 credits

**EN 395 The Adolescent in Literature  
(Coming of Age in Literature)**

This course addresses itself to two concerns: a study of the evolution of the idea of adolescence and the appearance of the adolescent in literature, and preparation for those who intend to teach English in high school. The course involves a study of the subject from an interdisciplinary perspective. Students are responsible for an independent study presentation. Works studied may include: Henry IV, Parts 1 and 2, *Romeo and Juliet*, *The Diary of Anne Frank*, and fairy tales and poems about coming of age. 3 credits

**EN 396 The Quest for Meaning in  
Children's Literature**

There is a large body of important literature for and about children which merits the attention of all serious students of literature. This course is an in-depth study of the search for existential meaning in some old and modern works which reflect the child's view of the world and the adult's view of childhood. Readings will include *Classic Fairy Tales* (ed. by Opie), *Grahame's The Wind in the Willows*, *E.B. White's Charlotte's Web*, *O'Dell's Island of the Blue Dolphins*, and *Oberski's Childhood*. This course is not open to students who have taken EN 293, *Classics in Children's Literature*. 3 credits

**EN 397 Modernism in World Literature**

A comparative study of the period from roughly 1885-1940, focusing on fiction but also including poetry as well as developments in the other arts (painting, architecture, music, film). The course considers various concepts of modernism and the avant garde, beginning with Baudelaire; authors may include Hamsun, Kafka, Proust, Gide, Woolf, Stein, Olesha, Barnes, Bulgakov, Beckett, Hurston, Pirandello, Nabokov, Ellison, Garcia Marquez, Morrison. Possible topics for discussion are changing views of time and space, experiments with narrative development and presentation of character, the role of technology in twentieth-century culture, and new theories of language and the psyche. 3 credits

**EN 398 Women and Fiction:****An International Perspective**

A comparative study of fictional works by women, from the eleventh century to the present. The course begins with discussion of issues raised in Woolf's *A Room of One's Own*, and then moves back in time to consider *The Tale of Genji* and *The Princesse de Cleves*, before focusing on twentieth-century writers from a range of national literatures and cultural backgrounds. Authors may include Wharton, Petry, Lippold, Aidoo, Head, Yoshimoto, Voznesenskaya, Woolf; topics to address are women's creativity and their strategies in fiction, their roles in the family, love and/or marriage, work — whether domestic or public, women's relationship to the polis — community, city, state — and their contribution to its culture. 3 credits

**EN 399 Independent Study**

See Department Chair for details. 3 credits

**Writing Courses****EN/W 220 News Writing**

This introductory course emphasizes the techniques used by reporters to collect information and write stories, primarily for newspapers but also for magazines and broadcast outlets. Students learn how to gather information, interview sources, write leads, structure a story, and work with editors. Students analyze how different news organizations package information, hear from guest speakers, and visit working journalists in the field. Students develop a higher level of "media literacy" and learn how to deal with the news media in their career. (Note: English Department rules call for completion of EN 11 and EN 12 before taking any other courses. Formerly ENW 322, *Introduction to Writing for the Press*. Not available to student who have completed that course.) 3 credits

**EN/W 221 Contemporary Journalism**

This intermediate level course sharpens student news gathering, writing and editing skills and prepares them for the demands of journalism jobs in the 21st century. Students write longer story packages, both in conventional print formats and in HTML language for World Wide Web distribution. Students cover on-campus and off-campus events, and also discuss libel and ethical concerns that can affect their writing and careers. (Note: course was previously numbered ENW 321.) Prerequisite: News Writing or permission of instructor. 3 credits

**EN/W 222 Journalism Editing and Design**

Editing skills are in high demand in today's journalism job market, both for traditional and on-line sources of information. This intermediate level course emphasizes conciseness, precision, accuracy, style, and balance in writing and editing. The course includes researching and fact-checking, basic layout and design, headline and caption writing, and on-line editing. It is one of three cornerstone courses in journalism writing (along with News Writing and Contemporary Journalism.) Prerequisite: News Writing or permission of instructor. 3 credits

**EN/W 249 Literacy and Language**

This course will examine the concept of “literacy” in the U.S. We will consider competing definitions of literacy – contemporary and historical – and some of their implications, and examine the development of writing ability in young children and special characteristics of adult literacy. Possible topics for discussion include: literacy in the workplace, relationships between literacy and privilege, and theories of composing. *3 credits*

**EN/W 290 Writing and Responding**

This course serves as an introduction to the field of contemporary composition theory. Composition theorists consider ways of responding to the words of other people in a manner that is thoughtful, careful, and provocative. At the same time, they learn that by responding to the work of others, they ultimately become better writers and better thinkers themselves. This course focuses specifically on the types of response appropriate for one-to-one work with writers. Students also gain hands-on experience in the course by writing extensively, sharing writing with other members of the class, and critiquing student texts and engaging in trial tutoring sessions. This course is a prerequisite for anyone wishing to apply for a paid position as a peer tutor in the Fairfield University Writing Center. *3 credits*

**EN/W 295 Composition and Style**

This course is designed as an intermediate course in basic non-fiction prose for those who wish to work further than EN 11 on their writing skills. Emphasis will be on the cultivation of an individual style in short essays on everyday topics. *3 credits*

**EN/W 300 Creative Writing**

This course is designed to foster creativity and critical acumen through extensive exercises in the composition of poetry and fiction. *3 credits*

**EN/W 302 Creative Writing: Poetry**

Basically this is a workshop course concentrating on the analysis and criticism of student manuscripts, though a portion of the course will be devoted to a discussion of major trends in contemporary poetry and significant movements of the past. Consideration will be given to traditional forms, such as the sonnet and villanelle, as well as to modern experimental forms and free verse. Students will be advised how to prepare and submit manuscripts to publishers. *3 credits*

**EN/W 304 Creative Writing: Drama**

For the student who desires a workshop approach to the composition of drama for the stage. Attention will be given to the physical aspects of the stage and to problems of acting and production as they impact on the written word. The course will concentrate on analysis of student manuscripts, and there will also be some discussion of the work of major playwrights to illustrate various aspects of dramatic technique. *3 credits*

**EN/W 305 Creative Writing: Fiction I**

This course is for the student who seeks an intensive workshop approach to the composition of fiction. Emphasis will be on the short story, and the course will focus on the analysis of student manuscripts, though there will also be some discussion of the work of significant authors (past and present) as a way of sharpening the student's awareness of technique. The literacy marketplace for fiction will also be discussed. *3 credits*

**EN/W 307 Classical Rhetoric and Contemporary Applications**

Throughout the centuries, rhetoric – the study and practice of effective communication – has been a cornerstone of liberal education. In this course, students will examine classical rhetorical theory and apply its insights to their own writing. Students will read selections from the Sophists, Plato, Aristotle, Cicero, Quintillian and others, and will practice skills essential for persuasive writing and speaking, such as audience analysis, invention, arrangement, and the development of style. *3 credits*

**EN/W 308 Writing Fantasy, Science Fiction, and Suspense**

Students will study appropriate models written in the genres of fantasy, science fiction, and suspense. They will concentrate on classroom exercises and extended writing projects to gain proficiency in writing these genres. Special attention will be given to how these modes differ from more realistic types of literature and how to generate in the reading audience a receptive state of mind. *3 credits*

**EN/W 309 Topics and Techniques for Women Writers**

In response to feminist commentaries on the problems encountered by women writers, students will seek to understand them through selected readings from eminent critics and contemporary authors, and to overcome them in weekly writing assignments with a gender orientation. These may be familiar essays, personal memoirs, fictional vignettes, persuasive argument, or literary criticism. Ultimately they will be encouraged to develop their special assets as writers on feminist topics. The seminar will consist of workshop discussions in which peers evaluate each other and themselves in terms of their individual writing goals and their techniques for achieving them. All applicants for the course are invited to consult the instructor for clarification of its purpose, but such consultation is not required. *3 credits*

**EN/W 310 Creative Writing: Fiction II**

This course is for those who have taken Creative Writing: Fiction I. While the class will discuss the short short story, the novella, and the novel, it will spend the most time on the full-length short story. To that end, the class will discuss the work of six authors – Raymond Carver, Louise Erdrich, Ursula Hegi, Denis Johnson, Alice Munro, and Joyce Carol Oates – paying particular attention to the structure of each story. Each class member will write one short short story, two full-length stories, and a longer project. Prerequisite: ENW 305. *3 credits*

**EN/W 311 Advanced Composition**

This course is designed to develop mature writing skills through intense study of the essay. Students will read and write a broad range of essays – including personal essays, “familiar” essays, argument, and satire. English education minors in the course will be introduced to composition theory. *3 credits*

**EN/W 312 Writing Research Papers**

The purpose of this advanced writing course is to develop the skills necessary to write research papers, including the skills of interpretation, critical thinking, and argumentation. The course will focus on four principal areas: techniques of reading and assimilating source material; appropriate use of source material in writing assignments (including topics such as effective use of quotations, methods of documentation, and plagiarism); short writing assignments that require different methods of using source materials; and the process and writing of a major research project. *3 credits*

**EN/W 313 Oral Interpretation of Literature**

An introduction to the art and techniques of reading literature to an audience. Using poems and excerpts from short stories, novels, and essays, as well as scenes and monologues from plays, students will learn how to analyze the dramatic situation in a piece of literature, identifying its speaker, audience, setting, message, purpose, and tone. They will learn how to edit longer pieces, how to prepare a reading script, and how to work with that script in hand. They will also receive instruction in vocal techniques and speech to help them become better oral readers. EN/W 313 is especially recommended for majors in English, Visual and Performing Arts, and Education. *3 credits*

**EN/W 314 Speech: Writing and Delivery**

This course, which is an introduction to platform speaking, includes training and practice in the preparation and delivery of a speech. It also includes an introduction to the techniques of argumentation and persuasion. *3 credits*

**EN/W 317 Traditional and Structural Grammar**

This course has the primary function of providing a solid background in traditional and structural grammar so that students can apply this background to what they write and how they write it. Therefore, students will apply to their own writing what they learn about the parts of speech and about phrases, clauses, and sentences. To achieve greater linguistic sensitivity and mastery, students will also learn how to analyze both the smaller components of language (sounds and word segments) and the more complex and elusive elements of style. *3 credits*

**EN/W 320 Writing the Feature Story**

Feature writing is used to tell stories through people and places that are affected by news events or through a prominent issue of concern. The article type may take the form of personality profiles, consumer stories, travel articles, or trend pieces. This intermediate level course explores where feature stories are found, how they are constructed, and what makes them vibrant. Students also examine ways to market feature articles to newspapers and magazines. (Note: course

was previously numbered EN/W 326.) Prerequisite: News Writing or permission of instructor. *3 credits*

**EN/W 322 Sports Reporting**

Students in this advanced course learn how to capture the drama of sports events, on and off the field. They learn to write traditional game stories and profiles while also strengthening skills in interviewing, writing under deadline pressure and analyzing statistics. But they also go beyond spot stories to explore and write about the bigger picture, newer issues, and the overall allure of sports. Prerequisite: News Writing or permission of instructor. *3 credits*

**EN/W 323 Literary Journalism**

This advanced course focuses on the use of story telling techniques in journalism. Using examples from outstanding journalists, students learn how to make factual articles come alive by incorporating techniques usually associated with fiction, such as narrative, dialogue, scene-setting, pacing, conflict and resolution. The course also emphasizes interviewing and advanced research techniques used in writing these creative nonfiction articles for newspapers, magazines and on-line sources. Prerequisite: News Writing or permission of instructor. *3 credits*

**EN/W 332 Business Writing**

This course introduces various forms of business writing, e.g., memos, letters, reports, news releases, advertising, speeches, employment resumes. Student teams will conduct major projects at corporations and nonprofit organizations. In-class exercises and homework will hone basic writing skills as they apply to business communication. *3 credits*

**EN/W 333 Corporate Communication**

The course provides a contemporary overview of various facets of communication within a corporate environment. It introduces students to the principles, tools and techniques of corporate communication, exposing them to issues such as intercultural and nonverbal communication, positioning, and electronic communication. The syllabus will cover topics such as interviewing skills, crisis communication, career planning and marketing, visual communication, event management, and direct mail. The course consists of lectures, class discussion groups, assignments and projects, and guest lectures by corporate communication professionals. This course will be extremely helpful to those students who already have a grounding in business writing and presentation skills. *3 credits*

**EN/W 335 Technical Writing**

This course introduces students to writing clearly and coherently about specialized information for a general audience. Students will begin by writing an article, suitable for a popular magazine such as *Discovery* or *Omni*, on an issue related to science, health, or the environment. Students then will learn to write instructions, proposals, and documentation. Students are introduced to document design, visual aids, and user-testing. The course is suitable for science and non-science majors. *3 credits*



**EN/W 338 Persuasive Writing**

This course is for students who wish to strengthen their skills in argumentation. Students will write to a variety of audiences in a variety of forms, such as editorials and proposals. Revision will be emphasized: classes include some workshops and several peer editing sessions. Students will be encouraged to develop a clear, forceful prose style.

*3 credits*

**EN/W 341 Writing Creative Nonfiction**

This course requires much field research and the reading of articles and books by writers such as Lewis Thomas, John McPhee, Annie Dillard, Gay Talese, Joan Didion, George Plimpton, Edward Hoagland, Jan Morris, Tom Wolfe. There will be writing and revision every week and one major piece that requires an entire semester to research and write. The course is designed for those serious about writing professionally.

*3 credits*

**EN/W 345 (Fall) or EN/W 346 (Spring) Internships**

The intern program allows students to gain on-site experience in the fields of journalism, publishing, and public relations through supervised work for local newspapers, magazines, publishers, and news agencies. These positions are available upon recommendation of the Department Intern Supervisor, under whose guidance the students assume the jobs, which require 10 to 15 hours a week.

*3 credits*

**EN/W 347 (Fall) or EN/W 348 (Spring)  
Independent Writing Project**

Individual tutorials in writing.

*3 credits*

Program in

**Environmental Science**

**Director:** R. Poincelot (*Biology*)

**Participating Faculty:** J. Beal (*Physics*); D. Brousseau, R. Chambers, R. Poincelot (*Biology*); K. Steffen (*Chemistry*)

**Advisory Board:** J. Beal (*Physics*); D. Brousseau, R. Chambers (*Biology*); R. DeWitt (*Philosophy*); E. O'Connell, K. Steffen (*Chemistry*)

Issues of environmental research, regulation and responsibility are pervasive in today's society. The scientific value of preparing environmentally literate students is substantial, and goes beyond technical training for specific environmental vocations. As an interdisciplinary field of inquiry, environmental science can provide students an important framework for addressing issues in both scientific and social settings.

This program will lead to an interdisciplinary minor in environmental science by combining lecture and laboratory courses from the Biology, Chemistry and Physics Departments. Course work will culminate in an individual senior capstone experience, which will be either a research project or an internship. While the minor will be open to any major, it will be of particular interest to science majors planning on graduate school programs or careers requiring an interdisciplinary knowledge of environmental science.

The basic prerequisite for the minor is General Inorganic Chemistry I and II (CH 11-12). As such, it is open to students who major in Biology, Chemistry, Physics, Neuroscience, Psychology on the B.S. track, and any other major linked with a pre-med concentration. All other majors would first have to satisfy the requirement of General Inorganic Chemistry I and II (CH 11-12) to enter the minor. A total of 17 credits is required for the minor which consists of four courses and the senior capstone experience.

**Required Courses: 17 credits**

1. BI 260 Ecology (4 credits)
2. CH 220/  
PS 220 Pollution in the Environment (4 credits)
3. BI 270 Environmental Health & Safety (3 credits)
4. One elective (3 credits) from the following:  
AE 284 Environmental Ethics  
BU 120 Environmental Management and Policy  
EC 120 Environmental Economics

EN 378 The Spirit of Place: Environment as a Shaper of Identity in America

HI 362 The Frontier: Man, Nature and the American Land

5. One capstone semester of either Biology, Chemistry or Physics Research (3 credits) or Biology, Chemistry or Physics Internship (3 credits)

### Capstone Experience Overview

Students in their senior year will take either one semester (required) or two semesters (optional) of biology (BI 395-396 Research, BI 397-398 Internships), chemistry (CH 398 Research and Seminar) or physics research or internship (PS 391-392 Theoretical/Experimental Independent Study) as their capstone experience. Research projects in biology include: marine shellfish pathology, marine products as biostimulants, wetlands ecology; in chemistry: hormonal mimics, innovative techniques to sense nutrient pollution of water bodies; and in physics: instrumentation methods to detect pollution in air, sediment and water. Internships are currently available at Bridgeport Hydraulic Company, Bridgeport Regional Vocational Technical Aquaculture School, Fairfield University Summer Research Internship, many industrial laboratories involved in environmental testing, Maritime Center (Norwalk, Conn.), MIT (Cambridge, Mass.), Mystic Marinelife Aquarium (Mystic, Conn.), Nature Center for Environmental Activities (Westport, Conn.), New England Aquarium (Boston, Mass.), Stratford Conservation Commission (Stratford, Conn.), and Woods Hole Oceanographic Institute (Woods Hole, Mass.).

### Courses:

#### AE 284 Environmental Ethics

This course offers a comprehensive study of the political impact of our global environmental crisis examined through the lens of the relationships between self, society and the natural world. We will research scientific, ethical and economic perspectives that impact our ecological reality and explore insights from diverse spiritual and cultural traditions. Working in self-selected groups, students will have the opportunity to report on alternative cultural models and activist movements aimed at creating a global sustainable future.

*3 credits*

#### BI 260 Ecology

A hierarchical approach to scale and complexity is used to present ecology at different levels, such as species, populations, communities and ecosystems. Through quantification of natural history, the course investigates mechanisms of and responses to environmental change. Concepts of energy flow and nutrient cycles are introduced and discussed within local, synoptic and global frameworks. Laboratory



exercises and field trips to local ecosystems will demonstrate ecological interconnections. 3 lectures, 1 laboratory. Prerequisites: BI 91 and 92 (General Biology I & II)\*, CH 11 and 12 (General Inorganic Chemistry I & II). *4 credits*

*\*Waived with instructor's approval for all majors except biology majors*

#### BI 270 Environmental Health and Safety

This course focuses on the environmental, health and safety aspects associated with the usage and exposure to biologicals, chemicals and radiation. The risks, hazards and environmental impact associated with hazardous materials will be examined. Methods to minimize risk and environmental pollution will be addressed. Regulations on the federal and state level associated with hazardous materials will be discussed. Conducting safety audits and inspections in the lab context and proper methods of disposal for hazardous materials will be covered. 2 lectures, 1 laboratory. Prerequisites: CH 11 and 12 (General Inorganic Chemistry I & II). *3 credits*

#### BI 395-396 Research

A research thesis, involving laboratory investigation, is required. Seniors wishing to register for this program must first obtain the consent of the professor supervising research in the area of their interest. Present projects include research on various marine, plant and wetlands projects dealing with environmental science. Biology faculty offering research projects in environmental science include D. Brousseau, R. Chambers and R. Poincelot (formerly BI 297-298).

*Credit by arrangement*

**BI 397-398 Internships**

Several internships are available for environmental science majors who are in good academic standing. Additional internships are subject to individual arrangement. The student wishing to register for these internships must obtain the consent of the professor supervising the internship. Biology faculty offering internships in environmental science include D. Brousseau, R. Chambers and R. Poincelot.

*Credit by arrangement*

**BU 120 Environmental Management and Policy**

The course provides an opportunity to consider environmental issues and decision making from business, economic and policy perspectives. Defining and proposing solutions to domestic and international environmental problems will provide for different points of view and approaches which will be discussed and debated. The course format combines readings, simulations, cases, in-class discussions, role playing and presentations.

*3 credits*

**CH 220/PS 220 Pollution in the Environment**

This course focuses on pollution sources, transport and their ultimate fate within the atmosphere, hydrosphere, geosphere and biosphere. In the lecture portion, in particular, the course will examine techniques and methodologies of chemistry and physics which can be utilized to answer environmental questions. This course will consider the various sources of natural and man-made pollution as well as the various pathways by which these pollution products are transported into the air, water, soil and biota. In addition, the course will introduce topics relating to toxicology as well as techniques for pollution reduction and remediation. As such, the course will integrate aspects of physical geology, meteorology, oceanography and hydrology with the more traditional aspects of biology, chemistry and physics. The laboratory portion of this course will focus on the methods of pollution sampling and analysis using industry-standard laboratory instrumentation and protocols, and students will gain hands-on experience with many of today's analytic techniques. Computer use for analysis and modeling will be emphasized. In addition, students will be formally introduced to computer-based information search techniques through the use of available data bases, the Internet and selected World Wide Web sites. 3 lectures, 1 laboratory. Prerequisites: CH 11 and 12 (General Inorganic Chemistry I & II).

*4 credits*

**CH 398 Research and Seminar**

Each student electing this course, in conjunction with a faculty member, will undertake a research project. Each student is required to present two seminars: one pertaining to a literature topic and the other focused on research. A written research report is also required. Permission by environmental science faculty. See K. Steffen (Chemistry) for research projects involving environmental science. *3 credits*

**EC 120 Environmental Economics**

This course gives an overview of the theory and empirical practice of economic analysis as it applies to environmental issues. First, it establishes a relationship between the environment and economics. Then, it develops the concept of externalities (or "market failures") and the importance of property rights. Next, it explores the valuation of non-market goods. Of most current interest, it examines the practice of benefit-cost analysis. Finally, it offers economic solutions to market failures, while highlighting pollution control practices, especially those based on incentives. The course examines current issues regarding environmental protection around the globe.

*3 credits*

**EN 378 The Spirit of Place — Environment as a Shaper of Identity in America**

This course explores the psychological, sociological and physical effects of the American environment from the East coast to the West coast through essays, drama, novels and poetry. Through the writings of Arthur Miller, Tennessee Williams, Robert Frost, Emily Dickinson, Willa Cather, Edith Wharton, Nathaniel West, Wendell Berry, Philip Levine and M. Scott Momaday, the students will study the connection between place and soul as the sociological history of America unfolds chronologically. The student will be able to better understand identity rooted in a particular place through the mirror of the literature.

*3 credits*

**HI 362 The Frontier:****Man, Nature, and the American Land**

The interaction of man and the American land from the earliest colonial settlements to the present. The course includes an analysis of the Turner thesis, a survey of regional evolution (New England and the Southwest, for instance), the westward movement, the experience of pioneer women, and mining, cattle and farming frontiers. Finally, the course examines changing attitudes toward the environment as reflected in the writing of American naturalists. Man and the environment in different eras of the American past.

*3 credits*

**PS 391-392 Theoretical/Experimental Independent Study**

This course provides an opportunity for intensive investigation, experimental or theoretical, of selected topics at an advanced level under the guidance of a faculty member. See J. Beal (Physics) for research projects involving environmental science.

*Credit by arrangement*



Program in

**Environmental Studies**

**Director:** Lisa H. Newton (*Philosophy*)

**Advisory Board:** Chambers (*Environmental Science*); Brousseau, Poincelot, M. Hill (*Biology*); Krauss (*English*); Abbott, Kazura (*History*); S. McEvoy (*Business*); Tucker (*Finance*); V. Newton (*Physics*); Dillingham, Marie-Daly, Webber (*Applied Ethics*); Greiner (*Nursing*); R. Weber (*Engineering*)

As national and worldwide concern for the deterioration of our natural environment increases, it becomes imperative to subject environmental issues to systematic analysis and study. An understanding of these issues will complement and enhance careers in law, academics, health sciences and business, and give citizens the information they need to take an active and intelligent part in their own governance.

Since the issues of the environment, whether appearing in professional life or in the political arena, are couched in the language of values and moral choice, their consideration is particularly appropriate in universities committed to serious study of the ethical dimensions of public policy. To make such consideration possible, Fairfield's Program in Environmental Studies offers a series of core and elective courses and seminars, and a 15-credit minor.

**Requirements for the Minor:**

A student will be able to minor in Environmental Studies by taking at least 15 credits of courses that focus on the environmental issues from a variety of disciplinary perspectives.

**Natural Sciences** (*one of the following*)

**Biology**

- BI 75 Ecology and Society
- BI 78 Introduction to Marine Science
- BI 79 Rainforest Ecosystems
- BI 80 Tropical Marine Biology
- BI 85 Introduction to Environmental Science
- BI 260 Ecology
- BI 261 Wetlands Ecology
- BI 270 Environmental Health and Safety
- BI 363 Coral Reef Ecology Seminar

**Chemistry**

- CH 85 Chemistry, Energy and the Environment

**Physics**

- PS 93 Energy and the Environment

**Social Sciences** (*one of the following*)

**Business**

- BU 120 Environmental Management and Policy
- BU 220 Environmental Law and Policy

**Economics**

- EC 120 Environmental Economics

**Humanities** (*one of the following*)

**English**

- EN 378 The Spirit of Place: Environment as a Shaper of Identity in America

**History**

- HI 362 The Frontier: Man, Nature and the American Land

**Ethics and Policy** (*AE 284 and one other*)

**Applied Ethics**

- AE 283 Environmental Justice
- AE 284 Environmental Ethics
- AE 297 Ecofeminism

**Capstone**

- EV 300 Seminar on the Environment

A course in statistics is highly recommended. Students are permitted to double-count Environmental Studies courses with core and major requirements. Substitutions for courses listed above may be approved by the program director in individual cases, except for the required capstone seminar, EV 300.

**Please see department listings for descriptions of the following courses:**

- BI 78 Introduction to Marine Science
- BI 79 Rainforest Ecosystems
- BI 80 Tropical Marine Biology
- BI 261 Wetlands Ecology
- BI 270 Environmental Health and Safety
- BI 363 Coral Reef Ecology Seminar
- CH 85 Chemistry, Energy and the Environment
- BU 220 Environmental Law and Policy
- EC 120 Environmental Economics

- EN 378 The Spirit of Place: Environment as a Shaper of Identity in America  
 HI 362 The Frontier: Man, Nature and the American Land  
 AE 283 Environmental Justice  
 AE 297 Ecofeminism

### Course descriptions for courses central to the Minor

#### BI 75 Ecology and Society

Students examine the available scientific evidence and are encouraged to draw their own conclusions concerning environmentally sensitive issues. These issues are covered through lectures, readings, films, and occasional off-campus field trips (by arrangement). Areas of concern include environmental issues raised by modern society's conflicting needs for land, water, a livable environment, and renewable/nonrenewable resources. This course is open to all except biology majors.

3 credits

#### BI 85 Introduction to Environmental Science

This course is designed to introduce students to the science of the environment. Basic science concepts in biology, chemistry and physics are applied to complete a general survey of the environmental "spheres," covering the hydrosphere (hydrology), lithosphere (geology), atmosphere (meteorology), and the biosphere (ecology). Interconnections among these fields of inquiry as they relate to current environmental issues are developed through lecture, field and in-class "laboratory" exercises. Students acquire the scientific basis on which to formulate their own perspectives on living in the environment.

3 credits

#### BI 260 Ecology

A hierarchical approach to scale and complexity is used to present ecology at different levels such as species, populations, communities and ecosystems. Through quantification of natural history, the course investigates mechanisms of and responses to environmental change. Concepts of energy flow and nutrient cycles are introduced and discussed within local, synoptic and global frameworks. Laboratory exercises and field trips to local ecosystems are used to demonstrate ecological interconnections. This is a 4-credit laboratory course required of (and normally restricted to) biology majors.

4 credits

#### PS 93 Energy and Environment

This course introduces topics relating to work, energy, and power. Many of the environmental consequences resulting from our use of energy are explored. The finite nature of fossil fuels is examined, as well as many of the alternatives to energy resources including: solar energy; wind, tidal, and geothermal energy; nuclear fission; and nuclear fusion. Mathematical prerequisites are limited to arithmetic and simple algebra.

3 credits

#### BU 120 Environmental Management and Policy

This course provides an opportunity to consider the environmental impact of policy decisions, business decisions in the context of environmental concerns, and environmental issues in economic contexts. There are no prerequisites. The course format combines readings, cases, simulations, in-class discussions, student papers, and presentations.

3 credits

#### AE 284 Ethics and the Environment

This course describes the controversies and dilemmas surrounding the understanding, utilization, and preservation of the natural environment. A preliminary study of the scientific, legal, and ethical principles governing our approach to nature, and the complex interrelation of these principles, will be followed by an examination of salient environmental issues. Conservation of resources, population growth, energy use, pollution, and global climate change will be explored from biological, economic, political and philosophical perspectives. Opportunities will be provided for students to follow up problems of special interest.

1-6 credits

#### EV 299/399 Independent Study on the Environment

Any student may propose, and having acquired support from one faculty member and the dean, proceed to execute an interdisciplinary project on environmental issues. EV 299 may be taken at any stage in the student's career; EV 399 is reserved for seniors who are minoring in Environmental Studies.

1-6 credits

#### EV 300 Seminar on the Environment (Capstone Experience)

Environmental Studies naturally integrates the hard sciences (biology, chemistry, and physics), the social sciences (including politics, law, and business) and the humanities (especially English literature and religious studies). It already has its own ethics component, interdisciplinary in content between policy studies and philosophy.

The Capstone Experience provides each student with an opportunity to review perspectives on the natural environment from each of these disciplinary groups, and to conduct an independent research project which must demonstrate, in one limited problem, a mastery of the scientific basis, the policy options, the ethical implications of these options and their larger cultural significance.

3 credits

## French

(See Modern Languages and Literatures)

## German

(See Modern Languages and Literatures)

Program in  
**Greek and Roman Studies**

**Professors:** Kelley, S.J. (*ex officio*), Rosivach  
(*Director*)

**Lecturer:** McCoy

**Liaison Faculty:** Schwab (*Visual and Performing  
Arts*), Wolfsdorf (*Philosophy*)

The basic language courses provided by Greek and Roman Studies aim at securing proficiency in the Latin and Greek languages and introducing students to a wide array of classical texts in a variety of genres. The program also offers two minors which provide students with a broad background in classical antiquity both as an aid to their general cultural education and to assist them in their own major fields:

- a. the *B.A. with Classics* degree program, consisting of four courses each in Latin and Greek;
- b. the *minor in Greek and Roman Studies*, consisting of five or more courses drawn from the Program's offerings and from related courses in other departments, including:

Art History: AH 110 (The Ancient Near East, Egypt and the Aegean Bronze Age), AH 111 (Greek Art and Archaeology), AH 112 (Etruscan and Roman Art and Archaeology), AH 210 (Myth in Classical Art)

Philosophy: PH 236 (Plato), PH 237 (Aristotle)

Appropriate courses used for the Minor in Greek and Roman Studies may also be used simultaneously to fulfill the core requirements in History, Arts, English Literature and Foreign Language.

The Program also makes available as a general service to the University courses both in English and the original languages for those interested in various specific aspects of classical antiquity.

## Classical Civilization

### CL 103 Masterpieces of Greek Literature in English Translation

A survey of major works of ancient Greek literature. Emphasis is on the content of this literature as a key to understanding classical Greek civilization, and as meaningful in a contemporary context. 3 credits

### CL 104 Masterpieces of Roman Literature in English Translation

A survey of major works of Roman Literature of the Republic and early Empire. Emphasis is on the content of this literature as a key to understanding Roman civilization, and as meaningful in a contemporary context. 3 credits

*CL 103 - CL 104 may be taken to fulfill the core requirement in English literature.*

### CL 115 Greek Civilization

A study of the Greek experience, of the social and cultural values, political institutions and economic structures of the ancient Greeks and their effect on the historical process in the period down to the death of Alexander. (A knowledge of Greek is not required.) 3 credits

### CL 116 Roman Civilization

A study of Roman history through the prism of the first century B.C., the period of the collapse of the Republic and the establishment of the Empire. (A knowledge of Latin is not required.) 3 credits

*CL 115 - CL 116 may be taken to fulfill the core requirement in history.*

## Greek

### GR 11 Elementary Attic Greek

Grammar of Attic Greek; readings in easier authors to develop a practical reading knowledge of ancient Greek. 3 credits

### GR 21-22 Intermediate Greek Readings

Intensive reading of selected authors of moderate difficulty in various genres, with extensive readings in translation, to give a survey of classical Greek literature. Prerequisites: GR 11 or equivalent. 6 credits

*May be taken to fulfill the core requirement in foreign languages.*

### GR 325-326 Advanced Greek Readings

Extensive readings of selected works of ancient Greek literature. Prerequisite GR 21-22. 6 credits





## Department of History

**Associate Professors:** Bucki (*Internship Coordinator*), Behre-Miskimin, Coury, DeAngelis, McFadden

**Assistant Professors:** Abbott (*Chair*), Forsythe, Kazura, Petry

The Department of History introduces students to the richness and complexity of the human experience. The discipline of history trains students to understand history as “process”: to research, analyze, synthesize, and critically evaluate evidence. To the historian, factual information is never an end in itself, but a means to understand how the conditions of our own day evolved out of the past. Those who major or minor in history receive a broad preparation for entrance into graduate school and the traditional professions of law, government, foreign service, journalism, business, and teaching. The Department participates in interdisciplinary programs, including American Studies, Asian Studies, Black Studies, Environmental Studies, Judaic Studies, Latin American and Caribbean Studies, International Studies, Russian and East European Studies, Women’s Studies, and University Honors. Students who attain high standards of scholarship are sponsored for membership in the Department’s Psi Theta Chapter of Phi Alpha Theta, the International Honor Society for History, and participate in the special programs under its auspices.

## The Major

For the B.A. degree in history, the major must complete History 30 and at least nine upper-division history courses (100 level and above). Four of these nine courses must be designated as advanced (300 level) of which at least two must involve a major research paper. The research seminar requirement may be fulfilled through HI 399. To ensure a broad background in historical study, majors are required to complete two upper-division courses in European history, two upper-division courses in U.S. history and two upper-division courses in non-Western history (Africa, Asia, Latin America, Middle East). At least one of these upper-division courses must focus primarily upon a period prior to 1750; at least one must focus primarily upon a period after 1750.

## Latin

### LA 11 Basic Latin

Intensive study of Latin grammar. Students who complete this course normally continue in LA 21-22. *3 credits*

### LA 21-22 Readings in Latin Prose & Poetry

For students with a background of high school Latin or its equivalent, this course attempts to fill out that background by extensive readings in the principal authors and genres not read in high school. *6 credits*

*May be taken to fulfill the core requirement in foreign languages.*

### LA 321-322 Latin Poetry

Extensive readings of selected authors of Latin poetry. Prerequisite: LA 21-22. *3 credits*

### LA 323-324 Latin Prose

Extensive readings of selected Latin prose authors. Prerequisite: LA 21-22. *3 credits*

## The Minor

The history minor must complete History 30 and at least five upper-division courses, two of which must be courses designated as advanced (300 level). Of the five upper-division courses, the minor must take at least one in European, one in U.S., and one in non-Western history.

To ensure a well-planned and coordinated program, students are required to work closely with their history faculty advisor.

## Introductory Courses

The University requires that all students take two history courses as part of their humanities studies within the liberal arts core curriculum. This requirement is fulfilled by HI 30 plus one intermediate-level course.

### HI 30 Europe and the World in Transition

The course examines the history of Europe and its relationship to the world beyond from the end of the Middle Ages through the 19th century. Emphasis is placed on the cultural, social, economic and political forces and structures that led to the development of commercial and industrial capitalism, and upon the effects of this development on Europe, the New World, Asia and Africa.

Topics include the Renaissance and Reformation, European expansion and colonialism, the development of strong nation states, the Enlightenment, the Industrial Revolution and conflicting ideological and political responses, changing social, family and gender relationships, and the increasing interaction of European and non-European peoples.

Critical analysis of primary and secondary sources will develop skills in historical methodology that are of great value in many other academic pursuits. These skills will be enhanced through written assignments and class discussions. *3 credits*

## Intermediate Courses, 200-299

All intermediate courses require HI 30 as prerequisite.

### HI 200 The Birth of the Post-Modern World, 1850-1950

In the second half of the 19th century industrial, social, and scientific progress enables the West to conquer the globe. But the increasing mechanization of society brings the alienation of the individual and the growth of class and racial antipathies. A wave of -isms (Marxism, nationalism, imperialism, etc.) increases the stress. Ultimately the impact of two world conflicts demonstrates the fragility of Western supremacy and raises major problems of relationships with the Third World and the social revolutions within the old system. *3 credits*

### HI 203 European Society in the Middle Ages

The social history of Europe from the agricultural revolution of

the 11th century until the end of the Hundred Years War. From feudalism and the concept of courtly love, to the bitter power struggles of popes and monarchs, emphasis will be on the emerging institutions – secular and religious – which came both to define Western Europe in this and subsequent ages, and to provide its most enduring rifts and hatreds. The role of women in medieval society, the persecution of Jews and other minorities, the Crusades, and the Black Death will all be considered in depth, with particular focus on their impact on the lives of average Europeans. Readings from primary and secondary sources. *3 credits*

### HI 211 Modern Germany I

The long road to Hitler begins. The tragic duality of German history — saviors and savages, soldiers and artists. Luther's break with Rome creates the never-solved problem of one Germany or two. The Hapsburg and Hohenzollern struggle for leadership pits universalism against nationalism. Germany embraces and then rejects the Enlightenment. The impact of the French Revolution and Napoleon forces the Germans into a united effort which, after the disastrous Revolutions of 1848, is crystallized into a national state by Bismarck. The Second Reich is born as a militarist, newly industrialized Germany. *3 credits*

### HI 212 Modern Germany II

A united Germany achieves world-power status and becomes an industrial and imperial leader. William II stumbles into World War I. The Versailles Treaty dooms Germany's Weimar experiment with democracy. The events that led to Hitler. The Third Reich — dreams, doom, and damnation. The Holocaust and its heritage — World War II and another defeat. The two post-war Germanies — problems and divergence. The turbulent road to unification, problems for the future, rise of the new right. *3 credits*

### HI 215 Ireland from the Middle Ages to Present

This course will examine political, religious, economic, and social developments in the Irish island from early medieval times to the present day. Topics will include Celtic culture and civilization, the coming of Christianity, the Viking and Norman invasions, the English conquests in the 16th and 17th centuries, the 18th-century Protestant Ascendancy, the subsequent struggle for Catholic Emancipation and Home Rule, the Potato Famine of 1845-50, the struggle for independence during the early twentieth century, the ultimate establishment of the Irish republic, the current problems in Northern Ireland, and the historical ties between Ireland and the United States. *3 credits*

### HI 216 Rise of the British Empire

This course will examine British overseas expansion between 1500 and 1815: the Tudor-Stuart conquest of Ireland, the establishment of the North American colonies and West Indian plantations, the growth of British power in India during the 18th century, and the early phases of British rule in Canada, Australia, and South Africa. The causes and effects of imperial expansion will be studied from the standpoints of British political development, British society, the English-speaking colonists, and the native peoples of the empire. *3 credits*

**HI 217 Britain and its Empire since 1800**

Continues the examination of the British empire, from its great 19th-century expansion into Africa and Asia to its eventual crumbling under the impact of 20th-century independence movements and global war. Students will compare the various independence movements, from the relatively peaceful transitions of Canada and Australia to the more violent ones by Ireland, South Africa, and India. The course will finish with an examination of the current racial and cultural conflicts that beset Britain's former colonies, with particular focus upon Ireland and South Africa. *3 credits*

**HI 218 The Renaissance and Reformation**

The invention of the individual in the Italian Renaissance, and further developments by the great Northern Humanists (Petrarch, Boccaccio, Castiglione, Erasmus, Montaigne, Cervantes). Visions of society and the realities (Dante, Marsiglio of Padua, Machiavelli, More, Rabelais). God and Man (Erasmus, Luther, Calvin, Trent, the Jesuits, the Radicals). The Expanded Universe: the discovery of America and the new astronomy. *3 credits*

**HI 230 Early Modern France: Passion, Politics, and the Making of National Identity**

The political, social, and cultural development of France from the 16th century Wars of Religion to the ascension of Napoleon I in 1804. Emphasis will be on the effects of revolutionary change on daily life (including the role of women, popular piety, the church and religious dissent, and labor relations); and on the impact of new political languages beyond the borders of France itself. Source readings from the salon writings of the Bourbon court, to the raucous songs of the streets of Paris will aid in considering if a "French identity" was formed during the period. *3 credits*

**HI 232 Jeffersonian and Jacksonian America, 1800-1850**

Jeffersonian Republicanism and Jacksonian Democracy. A study of the political, social, religious, economic, cultural, and intellectual developments in this era of expansion and democratization. Emphasis on the development of political parties in this era of alternating cohesion and division. Special attention will be focused on the reform and utopian movements of the antebellum period, including Shakerism, Transcendentalism, Mormonism, Abolitionism, Feminism. Political disintegration, sectional polarization. *3 credits*

**HI 238 United States, 1850-1900**

A study of the major transformations in the U.S. economy, society and politics from the decade of the crisis which led to the Civil War until the beginning of the Progressive Era. Forces of change in the U.S. — urbanization, industrialization, the maturation of corporate capitalism, and the growing importance of international affairs — will be analyzed, as will their effects on the way people lived, thought, and acted. Special attention given to the experiences of African-Americans, immigrants, and women. *3 credits*

**HI 239 Twentieth-Century U.S.**

Course surveys development in American social, political, and economic life since 1900. Major themes include problems of

advanced industrial society, the growing government role in the economy, America's growing role in the world, and social movements of the 1930s and 1960s. Attention given to ethnic and cultural diversity within American society. *3 credits*

**HI 243 American Constitution I**

Origins of the American constitutional tradition. Revolutionary ideas in action. Jeffersonian republicanism and federal judicial power. The nationalism of the Marshall court. The Taney court and the expansion of business enterprise. Slavery and sectionalism. The Civil War and the Constitution. *3 credits*

**HI 244 American Constitution II**

Reconstruction. The Waite-Fuller court and the industrial revolution. Imperialism and the Constitution. Governmental efforts to restore competition. The police power and the Progressive Era. The tradition of national supremacy. A new era in civil liberties. The New Deal and the old Supreme Court. Procedural safeguards and civil rights. The incorporation theory. *3 credits*

**HI 245 Feminism in America**

We study feminism based on the premise that it is a multi-faceted struggle for women's autonomy and self-determination. The focus is largely confined to the United States, birthplace of the first organized women's movement. Periodically, we expand our view beyond the U.S. for purposes of comparison. During the 19th and 20th centuries, we analyze the development of the feminist movement as well as feminist theory. We explore the discourse on gender mediated by race and class and its impact on women's lives. Using primary and secondary sources, we work towards a historical definition of feminism. (formerly listed as HI 143). *3 credits*

**HI 246 Excellent Women, Deviant Women: The Female Experience**

This course is a survey of American women's history from the colonial era to the present. Our purpose is to explore the impact as well as the interdependence of gender, race and class on experience. Although the term social history describes our approach, we use biography to illuminate key issues and enrich our perspective. Through careful examination of primary and secondary sources, we pursue two themes: 1) the interplay of gender constructs through the myths and realities of women's lives 2) the crucial role women played in transforming public and private space. We see women as agents whose testimony and actions are vital to understanding our history. (formerly listed as HI 142) *3 credits*

**HI 250 United States Foreign Relations, 1776-1914**

Explores the foundation of U.S. Foreign Relations from Independence in 1776 to the outbreak of World War I in 1914. This course looks closely at the interrelationship between ideals and reality as the new United States struggled to protect and confirm its independence, establish a Constitutional basis for foreign policy, and expand its borders and influence across the North American continent and around the world. Discusses such questions as Manifest Destiny, the Monroe Doctrine, the Mexican War, the displacement of Native Americans, southern expansionism and the Civil War, the Spanish American War, and the Open Door Policy as the United States became a world power on the eve of World War I. *3 credits*



**HI 251 United States Foreign Relations since 1914**

Examines the development, crises, and turning points in U.S. relations with the world from Woodrow Wilson to the present. Explores issues such as U.S. reactions to the Russian Revolution, World War I, isolationism and the coming of World War II, the Grand Alliance, the origins and development of the Cold War, the Nuclear Arms Race, the Vietnam War, the United States and Latin America, U.S.-Soviet Relations, the Middle East and Persian Gulf crises. *3 credits*

**HI 253 Colonial America, 1584-1750**

A study of the foundations of American civilization. The colonial systems of Spain, France, and England are compared. The course stresses the development of the British colonies in New England, the mid-Atlantic, and the South. Special emphasis on such topics as Puritanism, the Great Awakening, and the Enlightenment in America. An exploration of Indian-white relations and the development of white attitudes towards blacks is included. *3 credits*

**HI 258 Working People in 19th-Century U.S.**

Explores the social history of working people in the U.S. from the pre-industrial period to the depression of the 1890s. Our goal is to understand how and why "The Labor Question," as the search for social stability was called in much of the 19th century, was a key component of American history. The course examines three broad areas of working people's historical experience: 1) work itself, including managerial systems and technological change, 2) the making and re-making of the American working class over time, and 3) working people's relationships with employers and the state. Special attention will be paid to the issues of slavery and its aftermath, immigration, and the place of women in the economy. *3 credits*

**HI 259 Working People in 20th-Century U.S.**

Explores the social history of working people in 20th-Century America, from the "Second Industrial Revolution" of the 1890s to the "deindustrialization" and the "crisis" of the labor movement today. We will explore three broad areas of working people's historical experience: 1) how work has changed in this century, 2) how working people have defined themselves and their communities, and 3) how labor questions have affected management policy and public policy. Special attention will be given to factors of gender, race and ethnicity. *3 credits*

**HI 260 The Indian in American History**

After a broad survey of prehistoric Indian cultures in North America as they existed before contact with Europeans, this course will focus upon European contact and its effects on Native American culture. The Indian's role in the colonial period of eastern North American history is explored as are the ways in which Indian societies west of the Mississippi River responded to U.S. expansion in the 19th century and to that of the Spanish earlier. The evolution of federal Indian policy from the American Revolution to the late twentieth century is a major topic. *3 credits*

**HI 262 African-American History, 1619-1865**

This course examines the role that Africans played in the building of America after their forced migration to these shores. It emphasizes the rise of the plantation system, the cultural transformation of Africans into African-Americans, and the essential roles that slaves and slavery played in the emergence of the United States as an independent nation, and its political and economic consolidation into a modern nation-state. Slaves and free blacks figure in this history, not just as tools and backdrop, but also as social and political actors, rebels, and major builders of American civilization. *3 credits*

**HI 263 Inventing Themselves: African-American Women in U.S. History**

At the intersection of race, gender and class, African-American women often challenged the codification of blackness and femaleness as well as a limited conception of class consciousness. From the diaspora to the present, they created forms of resistance, devised survival strategies and transmitted cultural knowledge while defying racial/gendered stereotypes. The multiple roles assumed by Black women during their struggle from slaves to citizens in the U.S. represent a complex study of the relational nature of difference and identity. This course focuses on African-American women as subjects and agents of pivotal importance within the family, community and labor force. *3 credits*

**HI 264 African-American History, 1865 to Present**

This course examines the role people of African descent played as freedpeople and free people during Reconstruction, the Gilded Age, and the 20th century. It emphasizes the Southern origins of African-America, the politics and economic activism of common people, and the recurring theme of struggle against racial injustice. *3 credits*

**HI 274/IL 260 The West and the World: Historical and Cultural Perspectives**

Examines, in topical, geographic, and critical approaches, the interaction of the United States and western Europe with the rest of the world in the 20th century. Considerable attention will be given to non-western perspectives such as those of Asia, Africa, Latin America, the Arab World, Russia, and Eastern Europe. An introduction to the history of U.S. foreign relations, international organizations, social change in the developing world, and world systems theory will also be included. (Not available for core credit; available for History Majors and Minors with Chair's prior approval.) *3 credits*

**HI 275 Russia's Road to Revolution, 1689-1917**

The modernization of Russia since Peter the Great; the impact of Western culture in the 18th century; Catherine the Great as reformer; intellectual protest against autocracy and serfdom; revolutionary ferment: Slavophiles and Westerners; from populism to Marxism-Leninism; the revolution of 1905; the industrialization of Russia to 1914; the revolutions of 1917. *3 credits*

**HI 276 St. Petersburg in Russian History**

An Intermediate-level History course which explores the history of Russia from Peter the Great to the present through the political, social, and cultural heritage of Peter's city, St. Petersburg, Russia's "window on the west." St. Petersburg served as imperial Russia's capital from 1703 to 1918. After the consolidation of Soviet power, St. Petersburg (as Leningrad) continued to play a key role in twentieth century Russian social, political, and cultural history. The collapse of the Soviet Union in 1991 led to the rebirth of St. Petersburg as a cultural center. Particular focus in the course will be placed upon historical sites and cultural accomplishments of St. Petersburg through the use of slides, video, and music. *3 credits*

**HI 277 Mexico: Cortés to NAFTA**

Aztec society on the eve of the Spanish conquest. The nature and techniques of Spanish imperialism. Colonial society – church, state, hacendados, castas, indios. The revolutions for Independence (1810-1821). The failure of liberalism in the Mid-19th century and the subsequent dictatorship of Porfirio Díaz (1876-1911). The Mexican revolution, 1910 to 1940, and post-revolutionary Mexican Society, 1940-present. *3 credits*

**HI 280 The West and the Middle East**

An examination of Western and Middle Eastern relations from the 18th century to the present. An effort is made to relate recurring upheavals of the Middle East, including conflicts between ethnic-religious groups and economic classes, to structural transformations that have developed over two centuries. Topics include: Western colonization and conquest; Middle Eastern nationalism; the Arab-Israeli conflict; the economics and politics of oil; the Islamic revival. *3 credits*

**HI 281 Portrait of the Arabs**

An interdisciplinary course that provides a broad introduction to Arab culture and society in the past and present. Novels, poetry, films and scholarly studies are used to investigate contemporary issues and their relationship to a complex historical legacy. Topics include the formation of Arab identity; the relationship of city and countryside; women and the family; literature, the arts and architecture; and nation-building. *3 credits*

**HI 282 Social and Cultural History of China and Japan**

Examines the traditional institutions of the classical and imperial ages of China and Japan to c. 1800. Topics include: the Confucian basis of society, state, and education, the diffusion of Sinic culture among China's neighbors, arts and aesthetics, Japanese feudalism and the samurai tradition, early western contacts with China and Japan. *3 credits*

**HI 283 Modernization in China and Japan**

A study of the transformation of traditional civilizations of East Asia since 1800. Topics include the impact of the West and the opening of China and Japan, Japan's Meiji reform and rise to a world power, imperialist rivalry in China, and Nationalism and Communism in the 20th century. *3 credits*

**HI 284 Twentieth Century Russia**

This course covers such major themes as the impact of the

1905 and 1917 Revolutions; Lenin, War Communism, and the New Economic Policy; Stalin, Collectivization and the Great Purges; the Russian War Experience and the Cold War; Khrushchev, Reform, and DeStalinization; Brezhnev, stagnation and detente; Gorbachev, glasnost, perestroika, and political and economic crisis; the Revolution of 1989-1991; post-Soviet Russia. (formerly HI 384) *3 credits*

**HI 287 A Green History of Latin America**

A "Green History of Latin America" will deal with the history of the understanding and treatment of human and natural resources in Latin America from the time of triumphant indigenous empires, ca. 1500, through the colonial Spanish and Portuguese empires, the unstable 19th century independent republics, the "modernizing" 20th century republics and the neo-liberal empire of the "New World Order." The course will examine how the ruling elites throughout these eras understood and utilized human and natural resources, how voices of dissent responded to the policies of those ruling elites, and how those voices fared under those elites. *3 credits*

**HI 288 Colonial Latin America, 1492-1800**

Indian cultures, Portuguese and Spanish institutions and values on the eve of the conquests. The clash of cultures and interests and three ensuing centuries of New World dialectics: conquistadores, viceroys, colonists, priests, friars, Indian caciques and peasants, black slaves, free mulattoes mutually interacting and forming, by 1800, a new civilization composed of varying hybrid cultures from the Rio Grande to Tierra del Fuego. The Iberian colonies on the eve of the 19th century revolutions for independence. *3 credits*

**HI 289 Latin America in Revolution, 1800-present**

The successful overthrow of the Colonial establishment 1808-1826, and two centuries of ensuing political, economic, social and cultural instability and the search for a viable social order. Emphasis will be placed on the elusive search for reform in the 20th century, an age of revolution, counter-revolution, and persistent oligarchies. The revolutionary experience in Mexico, Cuba, Chile and Nicaragua will be given special consideration. *3 credits*

**HI 290 Central America: Conquistadores to "Democracy?"**

The indigenous cultures of Central America in 1500. The conquest culture of the Spanish, 1524-1821. The failure of Central American Union after independence, and the consolidation of old elites through liberal and conservative regimes. Attempts at modernization in the late 19th century and the beginnings of U.S. hegemony. 20th century modernization under U.S. auspices and failed revolutions in Guatemala, El Salvador, and Nicaragua. *3 credits*

**HI 291 Africans in the New World 1500-1800**

The experience of Africans in the colonies of the New World from 1500 to 1800. The economic origins of modern slavery, the traffic in African slaves, perceptions of Africans by Europeans, slave systems imposed on the Africans, the response of Africans to slavery and subjection, and the role of freed Africans in the Spanish colonies, Portuguese Brazil, the British West Indies, French Saint-Domingue (Haiti) and British America/United States. Extensive use of primary sources. *3 credits*



## Advanced Courses, 300-399

All advanced courses require HI 30 and one intermediate course.

### HI 310 The Third Reich

A detailed study of the origins, theory, and practice of the Nazi regime in Germany. Special attention will be paid to the historic antecedents of Nazism, anti-Semitism, and totalitarianism in the German past; the structure and functions of the Nazi program; the Holocaust; everyday life under Hitler, and the Nazi legacy. The course requires focused written and oral presentations. *3 credits*

### HI 316 The French Revolution and Napoleon

The course will deal with the causes of the Revolution, the move from moderate to radical change, the dynamics of the Terror, the roots of counterrevolution, and the reaction that led to military dictatorship; it will also analyze Napoleon's career, the basis of his empire and its relationship to the satellite kingdoms, and the effects of French hegemony upon Europe. *3 credits*

### HI 317 Religious Outsiders in

#### Early Modern France and Europe

The role of religious minorities, including Protestants, Jews, and Catholic splinter groups will be explored from 1492 to the French Revolution, with emphasis on the political and social aspects of each group's existence. Images of religious minorities, and forms of oppression and persecution, will be examined in order to determine the boundaries of authority and the nature of belonging in European society, and how they were changing during this period. Primary and secondary sources will be used. *3 credits*

### HI 319 The European Enlightenment

An extended introduction to the classic *philosophes* of the European Enlightenment, Montesquieu, Voltaire, Helvetius, Diderot, Rousseau, d'Holbach, Hume, Beccaria, Lessing, Kant and their notions of empiricism, utilitarianism, liberalism and "human rights." Primary source readings on the *philosophes'* views of women and human sexuality, the "other" (Jew, African, Muslim, American Indian), colonialism (Adam Smith). Major texts of Diderot, Gibbon and Condorcet to conclude the survey. *3 credits*

### HI 320 European Romanticism, 1770-1840

Primary source readings in the late 18th century founders of European romanticism (Rousseau, Goethe, Blake, Schiller and Lessing) and extended readings in the classic romantics (Chateaubriand, Constant, de Maistre, Byron, Shelley, Büchner, Mazzini and Newman). Further primary source readings to consider the romantics' views of society, religion, women, Negroes, slavery, American Indians, Arabs. Shelley's *Defense of Poetry* and a Balzac novel to complete the survey. *3 credits*

### HI 323 Tudor-Stuart Britain, 1485-1714

This course examines the changes in church, state, and society that took place in the British Isles from the accession of Henry VII to the death of Queen Anne. These centuries saw the

unification of England, Ireland, and Scotland under a single government, the development of that government from feudal kingship into Parliamentary-based bureaucracy, and the shattering of medieval Catholicism into a variety of different churches and doctrines. The course will also examine the structure of Tudor-Stuart society, and the cultural changes resulting from the Renaissance and the Scientific Revolution. *3 credits*

### HI 331 Era of the American Revolution, 1763-1800

An examination of the coming of the American Revolution and the transition from colonial to national status. A discussion of the military struggle itself will be included, as well as an assessment of the political, social, and economic effects of the Revolution. The Confederation period, the forming of the 1787 Constitution and the Federalist era. Special emphasis on such figures as John Adams, Tom Paine, Jefferson, Hamilton, Madison, and Washington. *3 credits*

### HI 340 Reconsidering the New Deal Order, 1930-1980

This research seminar explores the history of U.S. society and politics from the Great Depression to the Great Society and considers the reasons for the successes and failures of public policy during these times. After considering economic and social changes from 1930 to 1980, course examines the history of domestic social policy topics such as unemployment relief, economic planning, industrial relations, and the welfare state. The initiatives generated by politicians, business groups, government planners, labor movements, and community movements will be considered. *3 credits*

### HI 342 Immigration, Ethnicity, and Race in U.S. History

Intensive reading, writing, and discussion seminar on the history of U.S. immigration in the nineteenth and twentieth centuries. Arranged thematically rather than chronologically, situates the U.S. within the context of global migration patterns and economic development. Investigates patterns of migration and community settlement, family strategies of survival and adaptation, and immigrant cultures. Analyzes how successive groups of immigrants were received by U.S. society by examining the origins and effects of recurrent waves of racism and nativism, as well as ethnic and class antagonism that pervade American history. *3 credits*

### HI 348 Social Movements in 20th Century U.S. History

This research seminar explores the social history of grass-roots political movements in the 20th century U.S. and their effect on the contours of formal politics in American history. Political processes we will study are pressure-group activity within the two-party structure, grass-roots political action, the rise of third parties, and alternative ideologies. We will examine the development, transmission, and change of popular political culture, the effects on politics of organization in other arenas, as well as the importance of racial and ethnic identities in American politics. *3 credits*

### HI 354 American Military History

This course will study the role of the military in a democratic society and the impact of war on a nation by examining the political, economic, social and intellectual effects of war. We shall analyze the nature of warfare and militarism by examining policy, strategy and tactics, logistics, technology and weap-



onry, geopolitics, the military-industrial complex and war in the nuclear age. We will study America's wars from the 17th century to Vietnam with special attention to the ideological bases for revolutionary warfare and wars of national liberation.

*3 credits*

### **HI 355 The United States in World War II**

An investigation of the origins of World War II from the failures of the World War I peace settlements, the League of Nations, and Collective Security to the eruption of war in Europe and the Japanese attack on Pearl Harbor. The important diplomacy of the war-time alliance, the major Theatres of War and the military campaigns of Europe, Russia, North Africa and the Mediterranean, Asia and the Pacific, the use of the Atomic Bomb and the failure to make a satisfactory peace will be studied.

*3 credits*

### **HI 356 History of the Cold War**

This intensive reading, writing, and discussion seminar focuses on the origins, deepening, and decline of the Cold War between the United States and the Soviet Union from 1917 to 1991, covering such issues as Lenin-Wilson ideological antagonism, the shift from Grand Alliance to Cold War, the Arms Race, the Rise and Fall of Detente, and the collapse of the Cold War order in Europe and the Soviet Union, 1989-1991. Attempts will be made to approach the topic by understanding both sides of the conflict, studying decisions, policies, and actions in a bilateral fashion.

*3 credits*

### **HI 362 The Frontier:**

#### **Man, Nature, and the American Land**

The interaction of man and the American land from the earliest colonial settlements to the present. The course includes an analysis of the Turner thesis; a survey of regional evolution (New England and the Southwest, for instance); the westward movement; the experience of pioneer women; and mining, cattle and farming frontiers. Finally, the course examines changing attitudes toward the environment as reflected in the writing of American naturalists. Man and the environment in different eras of the American past.

*3 credits*

### **HI 363 China in Revolution**

Traces the major developments since the Chinese revolution of 1911. Major themes include the struggle between the Nationalists and Communists for control of China; political, economic and social changes under Communism since 1949; the "two Chinas"; the "Great Leap Forward"; Communist diplomacy; thoughts of Chairman Mao; the Great Proletarian Cultural Revolution; China and America, and the post-Mao era of reform.

*3 credits*

### **HI 364 Tradition, Imperialism, and Nationalism in Southeast Asia**

A study of mainland Southeast Asian cultures (Burma, Kambuja, Laos, Thailand and Vietnam) and an analysis of the Chinese and Indian influences. The impact of differing forms of Western colonialism on native cultures, the legacy of imperialism, the process of "modernization" in emerging nation-states, and nationalism and Communism as events leading to the Vietnam wars are major themes.

*3 credits*

### **HI 370 The Jews of the Middle East and North Africa**

An examination of Jewish history within the Middle East and North Africa from the rise of Islam until the creation of Israel. An effort is made to analyze the development and key features of Judeo/Arab societies, as well as the factors that contributed to their disintegration and destruction. Topics include: Arab/Jewish relationships before Islam; the Prophet Muhammad and the Jews; the legal, social and economic status of Jews in the Arab/Islamic Middle Ages; Jewish cultural development within an Arab/Islamic context; Jews of the Arab and Turkish worlds in the 19th and 20th centuries.

*3 credits*

### **HI 371 Arab-Israeli Conflict**

The course traces the Arab-Israeli Conflict from the end of the 19th century until the present. Emphasis is placed upon the political and socio-economic transformation of Palestine as Zionists and Palestinian Arabs struggled for political sovereignty in the same land. Topics include: Anti-Semitism and the Birth of Zionism; the British Mandate; the Creation of Israel; the Relationship between Israel and the Arab States; the Israeli occupation of the West Bank and Gaza; the Rise of the Palestinian Resistance; Israel's War in Lebanon; Prospects for the Future.

*3 credits*

### **HI 372 Terrorism in History**

An analysis of terrorism as it has been perpetrated by individuals, political-military groups, and states of varying political ideologies. Topics include: political violence in antiquity and medieval times; the French Revolution; terrorism and anarchism and Marxism; terrorism and national liberation, and terrorism and religion.

*3 credits*

### **HI 376 The Spanish Caribbean: Cuba, Santo Domingo, and Puerto Rico from Columbus to Castro**

The Spanish conquest, the demise of the Caribbean Indians. Colonial institutions and plantation slavery. Toussaint L'Ouverture and the establishment of the first Black republic in Latin America. Economic growth and revolutionary currents in 19th century colonial Cuba. Twentieth century anarchy and dictatorship in Haiti and the Dominican Republic. U.S. economic domination of Puerto Rico and the emergence of a Puerto Rican identity. The final stages of Cuba's Hundred Years War of liberation from Spain and the United States: Fidel Castro and Marxist Revolution. Aristide's Haiti.

*3 credits*

### **HI 385 Comparative Russian Revolutions**

An intensive reading, writing and discussion seminar studying in some depth the background, origins, development, and outcomes of two Russian revolutionary periods of the 20th Century: the interrelated upheavals of 1905 to 1917, resulting in the overthrow of the tsarist regime and its replacement by the Bolsheviks; and the reform, collapse, and transformation of the Communist government of the Soviet Union from Mikhail Gorbachev to the present. In the process of two in-depth examinations, we will explore contrasts among the social, economic, political, and cultural forces at work in the two revolutionary periods.

*3 credits*

**HI 395 History Internship**

Candidates will work a minimum of eight hours per week during the semester at either the Fairfield Historical Society, Greenwich Historical Society, or Bridgeport Public Library Historical Collections. An intern's work at these sites may include researching and mounting an exhibit, cataloguing manuscript and artifacts collections, or organizing and conducting historical walking tours. Training in required skills will be provided at the site. Under the direction of a member of the history faculty, interns will write a research paper based on the work of the internship. Juniors and seniors by arrangement as available. *3 credits*

**HI 397 Special Topics in History**

An in-depth investigation of a significant historical problem or topic, conducted in a seminar format. The topic will be chosen by the professor teaching the course. The course is limited to 15 students, and is restricted to juniors and seniors. Students must have taken History 30 and two intermediate (200-level) history courses. *3 credits*

**HI 399 Independent Study**

Open to seniors only. A course designed to provide an opportunity for advanced students to develop critical reading skills and writing ability in a tutorial arrangement with a chosen professor. Normally, the course will result in a serious paper of publishable quality in student-centered journals (15-20 pages).

Students must apply to a professor under whose direction they wish to study during the normal registration time of the preceding semester. All independent study must have the concurrence of the Department chairperson. Students shall be allowed only one Independent Study. Independent Study must be arranged during registration period of the previous semester. Students should apply to the chairperson first for a copy of the "Department Policy for Independent Study." *3 credits*




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**Honors Program**


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**Director:** Thiel (*Religious Studies*)

**Advisory Board:** Garvey (*English*), G. Lang (*Mathematics*), Murphy (*Sociology*), Scheraga (*Business*), Schwab (*Visual & Performing Arts*)

The overall objective of the Honors Program is to engage talented students drawn from all the undergraduate schools of the university in a challenging program of study through a carefully-crafted series of courses and seminars. The emphasis is on active involvement in the learning process, and the intention is that the Program complements studies in both core and major, without having a negative impact upon students' freedom to pursue minor or elective courses. The Honors Program consists of approximately 30-35 students from each class, selected partially at the time of admission to the university, partially towards the end of freshman year.

The following particular aims can be identified. To encourage students:

1. to become generally culturally literate; that is, to study some at least of the "great ideas" of the Western cultural and intellectual tradition in the humanities, the arts, the social and natural sciences;
2. to be familiar with the challenges to the idea of "the Western tradition," from certain groups within Western culture, particularly from racial minorities and from feminist theory;
3. to develop a sensitivity to and acquaintance with cultures other than their own;
4. to learn to make connections between disciplines, and to ask the larger questions which transcend any single discipline;
5. to bring the Honors experience to bear upon the field of their chosen major at a high level of accomplishment through the completion of an independent project appropriate to the particular discipline.

The Honors Program comprises 27 credits. Twenty-four (24) credits are earned through Honors courses completed in the first three years of the Program (12

credits in the first year, 6 credits in each of the second and third years). The Honors Program recognizes 3 credits of an independent study usually undertaken in the student's major during the senior year. Twenty-one (21) of these credits may be counted as exemptions from the core curriculum. Students who complete the Program with an average grade of B+ or higher in Honors courses receive notification on their academic record that they have fulfilled the Program's requirements "with distinction."

### HR 100 Ideas That Shaped the West

This course, taken together with HR 101 below, leads students to examine the development of selected ideas or themes from Western intellectual history. The focus is on the evolution of philosophy, society, science and the arts. The ideas selected may vary from year to year. *3 credits*

### HR 101 First-Year Seminar I

This seminar studies primary texts related to the lecture course described above in HR 100. *3 credits*

### HR 102 Minds and Bodies

This course, taken together with HR 103 below, examines the understanding of the interplay of rationality and embodiment as it has developed in Western society. The particular topics covered may vary from year to year. *3 credits*

### HR 103 First-Year Seminar II

This seminar studies primary texts related to the lecture course described above in HR 102. *3 credits*

### HR 200 Challenges to the Western Tradition

In this course, Honors students examine the notion of a Western intellectual tradition, study critiques of this notion and of its impact upon those whose voices are silent in the tradition, and in turn reflect critically on the challenges themselves. *3 credits*

### HR 201 Non-Western Culture

An intensive study of a non-Western culture, focusing particularly on the ways in which this culture appropriates its reality, and on its perceptions of Western culture. *3 credits*

### HR 300/301 Interdisciplinary Seminar

This two-semester interdisciplinary seminar examines one of three themes, which are rotated on a three-year cycle: "Genius and the Creative Process," "The Idea of Progress and Its Critics," and "The City in the American Imagination." *6 credits*

### HR 399 Senior Honors Project

A substantial research paper or project in the student's chosen major field. *3 credits*

Program in

## International Studies

**Director:** Katherine M. Kidd (*International Studies*)

**Coordinating Committee:** LeClair (*Economics*); McFadden (*History*); Murphy (*Sociology and Anthropology*); Patton (*Politics*); Bhalla, A. Martin (*Finance*); Poli (*Accounting*)

**ex officio:** Kahn (*Arts and Sciences*); Peck (*Business*)

International Studies is an interdisciplinary program offered by the College of Arts and Sciences and the School of Business. This popular program was created in 1993 in recognition that the world today is experiencing profound changes. The peoples of the world are becoming economically, politically and ecologically interdependent. National economies are giving way to a world economy. Geographic boundaries are evaporating in the face of instantaneous electronic communication. The idea of the nation-state is being challenged by regional trading blocs and supranational cooperation on social and environmental issues. In the U.S., the industrial society is giving way to a knowledge-based, post-industrial society.

The International Studies program seeks to prepare students for careers and leadership positions in the 21st century. The core International Studies (IL) courses outlined below provide an overview of the international environment and a theoretical framework through which global issues are examined. The IL courses deal with physical and cultural environments, comparative economic and political systems, the global business environment of international trade, investment and transnational corporations, and issues of global politics and international institutions.

With careful guidance from a faculty advisor, students supplement the core IL courses with multidisciplinary electives selected to serve their career interests. International Studies majors are encouraged to pursue advanced foreign language study, study abroad, and get hands-on experience in a junior- or senior-year internship with an international focus.



Two majors are offered under this program: the College of Arts and Sciences offers a B.A. in International Studies, while the School of Business offers a B.S. in International Studies-International Business. Students in both degree programs share a common interdisciplinary core. The remaining courses are selected from multidisciplinary offerings as described below.

### Graduation with Honors in International Studies

Students with a GPA of 3.50 or higher in either the International Studies major courses or in overall course work, and no less than a 3.20 GPA in either area, are candidates for graduation with Honors in International Studies. Students earn honors status by writing and orally defending a superior paper in the Senior Capstone Seminar (IL 300).

### Requirements for the 30-credit major in International Studies are:

#### College of Arts and Sciences (B.A. in International Studies)

An 18-credit core composed of:

- |        |  |
|--------|--|
| IL 10  | Introduction to International Studies:<br>Geography and Demography |
| IL 101 | Principles of International Business                               |
| AY 130 | Societies and Cultures of Africa and Latin America                 |
|        | OR   |
| AY 150 | Societies and Cultures of Asia and the Pacific                     |
| IL 200 | Issues in Contemporary Global Politics                             |
| IL 260 | The West and the World   |
| IL 300 | Senior Capstone Seminar  |

Plus fifteen credits of Electives selected from courses with an international focus. Two of these must be taken in the School of Business.

In addition, **majors** must complete a complementary minor in an appropriate area selected in consultation with the International Studies Director. Appropriate minors include: Area Studies (Asian Studies, Italian Studies, Latin American and Caribbean Studies, and Russian and East European Studies), Economics, History, Modern Languages and Literatures (French, German, Italian, and Spanish), Peace and Justice Studies, Politics, and Sociology and Anthropology. Students may also take any of the minors in the School of Business. Course work in the complementary minor does not count twice as major course work.

The College of Arts and Sciences also offers a **minor in International Studies**. The minor is a six-course, 18-credit program consisting of IL 10, IL 101 and IL 200, plus three additional courses to be selected from the electives listed below. These three additional courses must be drawn from at least three disciplines. Only one of the elective courses may double count for another minor.

### School of Business (B.S. in International Studies)

A 15-credit core composed of:

- |        |  |
|--------|--|
| IL 10  | Introduction to International Studies:<br>Geography and Demography |
| AY 130 | Societies and Cultures of Africa and Latin America                 |
|        | OR   |
| AY 150 | Societies and Cultures of Asia and the Pacific                     |
| IL 200 | Issues in Contemporary Global Politics                             |
| IL 250 | International Management   |
| IL 300 | Senior Capstone Seminar  |

Plus fifteen credits of Electives selected from courses with an international business focus. Two of these must be taken in the College of Arts and Sciences.

In addition, majors must complete the School of Business core requirements: AC 11 & 12, IS 30, MA 17, BU 11, BU 100, BU 200, BU 300 and EC 11 & 12 (see page 183 for sequencing of these courses.)

Finally, it is strongly recommended that business students pursuing the major in International Studies take, as their second history core course, and third English course, classes listed as History and English International Studies electives.

Students may also complete an 18-credit **minor in International Business**. Details of the minor are included in the International Business heading in the School of Business section of the catalog.

### Courses offerings:

#### International Studies Program

- |        |  |
|--------|--|
| IL 10  | Introduction to International Studies:<br>Geography and Demography |
| IL 101 | Principles of International Business                               |
| IL 200 | Issues in Contemporary Global Politics                             |
| IL 250 | International Management   |
| IL 260 | The West and the World   |
| IL 298 | Internship in International Studies                                |
| IL 299 | Independent Study  |
| IL 300 | Senior Capstone Seminar  |
| IL 360 | International Business Practicum                                   |

**School of Business Electives**

- BU 120 Environmental Management
- BU 350 International Business Law
- FI 240 International Finance
- IS 350 International Information Systems
- MG 360 International Management
- MK 360 International Marketing

**Asian Studies**

- AN 310 Asian Studies Seminar

**Communication**

- CO 340 Intercultural Communication
- CO 341 International Communication

**Economics**

- EC 125 Competition and Competitiveness
- EC 230 Comparative Economic Systems
- EC 231 International Trade
- EC 233 International Finance
- EC 235 Economic Development in the Third World

**English**

- EN 267 Modern British Literature
- EN 269 Modern Irish Drama
- EN 285 The Modern Tradition:  
International Short Fiction
- EN 366 20th Century Russian Novel
- EN 368 Imperial Fictions and Colonial Voice Overs
- EN 374 The Modern British Novel
- EN 375 Post-Modernism in World Literature
- EN 398 Women and Fiction:  
An International Perspective

**History**

- HI 212 Modern Germany II
- HI 217 Britain and Its Empire Since 1800
- HI 251 U.S. Foreign Relations Since 1914
- HI 277 Mexico: Cortés to NAFTA
- HI 280 The West and the Middle East
- HI 281 Portrait of the Arabs
- HI 283 Modernization in China and Japan
- HI 284 Twentieth Century Russia
- HI 289 Latin America in Revolution
- HI 290 Central America
- HI 356 History of the Cold War
- HI 363 China in Revolution
- HI 364 Tradition, Imperialism, and Nationalism  
in Southeast Asia
- HI 370 The Jews of the Middle East & North Africa
- HI 371 Arab-Israeli Conflict
- HI 385 Comparative Russian Revolutions

**Latin American and Caribbean Studies**

- LA 301 Seminar on Latin America and  
the United States
- LA 302 Seminar on the Human Condition  
in Latin America

**Modern Languages and Literatures**

- FR 267 French Commercial Culture
- FR 271 La Presse Contemporaine
- FR 346 Modern French Theatre
- FR 347 Modern French Novel
- FR 366-367 Film and Literature in French
- GM 251-252 German Civilization and Culture
- GM 341 20th-Century German Literature
- SP 211 Career-Oriented Spanish
- SP 253 Spanish American Civilization
- SP 271 Hispanic Film
- SP 341 20th-Century Spanish Literature
- SP 346 Spanish American Drama
- SP 347 Masters of the Spanish American Novel
- SP 353 Spanish American Short Prose Fiction

**Politics**

- PO 12 Comparative Politics
- PO 130 International Relations
- PO 131 International Organization
- PO 133 United States Foreign Policy
- PO 134 International Political Economy
- PO 135 Peace and War in the Nuclear Age
- PO 140 European Politics
- PO 141 African Politics
- PO 142 Latin American Politics
- PO 143 Caribbean Politics
- PO 144 Middle Eastern Politics
- PO 145 The Major Powers of Asia
- PO 146 America and the Vietnam Experience
- PO 148 Central and East European Politics
- PO 149 Politics in the Developing World
- PO 221 British Seminar
- PO 246 Seminar on China
- PO 249 Seminar on Russia

**Religious Studies**

- RS 187 Hinduism
- RS 188 Buddhism
- RS 191 Religions of China and Japan

**Russian and East European Studies**

- RES 110 From Icons to Film
- RES 160 East European Seminar

**Sociology & Anthropology**

- SO 184 Population, Birth, Death, and Migration
- SO 191 Social Change in Developing Nations
- AY 111 Cultural Anthropology
- AY 130 Societies and Cultures of Africa  
and Latin America
- AY 150 Societies and Cultures of Asia  
and the Pacific
- AY 200 Societies and Cultures of East Asia

**Visual and Performing Arts**

- AH 152 Modern Art
- FM 133 The Foreign Film
- MU 122 World Music History and Ensemble
- MU 244 Music of the Twentieth Century
- TA 111 History of Theatre II
- TA 121 Modern European Theatre

**IL 10 Introduction to International Studies:**

**Geography and Demography**

This course introduces students to regional geography and demography. The role of geography and demography in shaping regional culture, economics and politics is examined as well as impact of these human systems on the geography and ecology of the Earth. Replaces and may be substituted for IL 100. *3 credits*

**IL 101 Principles of International Business**

This course introduces students to the environment of international business and to the core disciplines of business. Case studies drawn from international business are used. *3 credits*

**IL 200 Issues in Contemporary Global Politics**

Using power as a currency, this course examines the relations among states in the international system in order to understand the sources of conflict and the means of achieving conflict resolution. Through research papers and class simulations, the course also explores the nature of the new world order emerging from the Cold War. Prerequisites: PO 12 and EC 12 formerly listed as IL 220. *3 credits*

**IL 250 International Management**

This course deals with the emergence of transnational corporations and their growing impact on the economic development of various nations. The primary focus is on the strategic management by transnational corporations of their global businesses in a multinational environment. Consideration is given to how transnational corporations evaluate their external environment and decide operational policies and practices so as to effectively utilize their global resources. Topics of discussion include: strategic planning, organizational arrangements, production management, marketing, financial management, and human resource management. *3 credits*

**IL 260/BI 274 The West and the World:  
Historical and Cultural Perspectives**

Required for all International Studies Majors in the College of Arts and Sciences, and available for History majors and minors. Examines, in topical, geographic, and critical approaches, the interaction of the United States and western Europe with the rest of the world in the 20th century. Considerable attention is given to non-western perspectives such as those of Asia, Africa, Latin America, the Arab World, Russia, and Eastern Europe. An introduction to the history of U.S. foreign relations, international organizations, social change in the developing world, and world systems theory is included. *3 credits*

**IL 298 Internship in International Studies**

Students are placed with a local corporation, governmental agency, or non-profit organization in a position with an international component. Interns learn how to apply the knowledge acquired in their course of study to real-world situations. Completion of the internship requires attendance at a bi-weekly seminar, submission of a worklog, and two papers. Prerequisite: Junior or Senior status and 2.8 G.P.A. Note: if an internship is taken, the internship is in addition to the basic requirements of the major or minor. *3 credits*

**IL 299 Independent Study**

Students pursue an independent research project on international issues under the supervision of a faculty member. Open to Juniors and Seniors with permission. *3 credits*

**IL 300 Senior Capstone Seminar**

This course is offered in the senior year, after students have completed all core courses in International Studies. The main thrust of this course is to help students in identifying emerging trends in global business, economics, politics and the socio-cultural environment. The effect that these trends have upon existing international relations and international business is examined. The Capstone Seminar is designed to help students in developing creative thinking in analyzing international issues. Each student is expected to undertake a major research project as a central activity in this course. Open to seniors only. *3 credits*

**IL 360 International Business Practicum**

This course provides a first-hand look at how businesses outside of the United States operate. Over a two- to three-week period, students visit approximately 20 businesses in Europe or Asia. Management of the various firms describe their operations and strategies. The course is offered during the summer and during the winter intersession. Travel and accommodation expenses are in addition to tuition. *3 credits*



## Program in Italian Studies

**Program Director:** Mary Ann Carolan (*Modern Languages and Literatures*)

**Advisory Committee:** P. Eliasoph (*Visual and Performing Arts*); Kahn (*Politics*); Long (*Philosophy*)

The Italian Studies Program focuses on a nation and people whose contribution to civilization has been significant. Virtually every area of the arts, humanities, social sciences, natural sciences, and mathematics partakes of that heritage; and Italy continues to influence cultural, political, scientific, and economic trends today.

Italian Studies at Fairfield offers students an opportunity to explore, analyze, and appreciate Italy from the perspectives of a variety of academic disciplines, including language, literature, film, art history, architecture, politics, history, philosophy, religion, science, and business. This interdisciplinary program includes courses offered both in Connecticut and at Fairfield University's campus in Florence, Italy.

To complete a **minor in Italian Studies** students must (1) demonstrate ability in Italian language through the intermediate level and (2), complete five courses (15 credit hours) of coursework.

(1) The language of modern Italy is Italian. Inasmuch as cultural mores and concepts are reflected and communicated in language, if one wants to begin to access the richness and complexity of Italy, one must achieve at least minimal proficiency in the language. Hence, all students pursuing the minor are expected to demonstrate ability in Italian at the intermediate level. They can meet this language expectation by (a), successfully completing Intermediate Italian (IT 101 and 102) or (b), passing a placement test administered by university faculty that verifies competency through the intermediate level. **Note:** Completion of this requirement is not considered a prerequisite for coursework in the minor. Instead, students are permitted to begin minor coursework during, or prior to, the fulfillment of the language expectation.



(2) Five courses (3 credits each). At least four of the courses must be Italy-focused (i.e., dealing exclusively with Italy), or Italian language and literature courses at the Continuing level (IT 121-122) or above. The fifth course may be another Italy-focused course, or it may be an Italy-component course in which at least half of the course material deals with Italy. **Note:** No more than three of the five courses may be completed in a single discipline.

While study abroad is not required for completion of the minor, participation in the University's program in Florence, Italy (fall, spring, or summer sessions) is strongly encouraged.

Italian Studies courses are offered in a variety of fields and disciplines. A list of both Italy-focused and Italy-component courses is available from the Program Director.

Program in  
**Judaic Studies**

**Director:** Umansky (*Religious Studies*)

**Steering Committee:** Behre-Miskimin (*History*), P. Eliasoph (*Visual and Performing Arts*), Feigenson (*English*), Prosnit (*Religious Studies*)

Judaism is a fundamental study for all who wish to understand the roots of Western Civilization. The Jewish religion is the oldest monotheistic faith, and remains a vital tradition as well as the foundation for Christianity and Islam. In addition, the history of the Jewish people is a rich tapestry that extends almost 4,000 years in time and throughout most of the world.

The Judaic Studies Minor is an interdisciplinary program, primarily based in the Department of Religious Studies. The Carl and Dorothy Bennett Center for Judaic Studies, which houses the office of the Program Director, a seminar room, and student lounge, serves as the program's physical locus. Fifteen credits (five 3-credit courses) are required for the minor, at least three of which must be taken in the Department of Religious Studies and at least one outside of the department. While students may structure their own course of study in consultation with the Program Director, it is expected that they gain an understanding of basic Jewish religious beliefs and practices as well as those political, social, and cultural forces that have helped shape the historical experiences of the Jewish people. To that end, Religious Studies courses used to fulfill requirements for the minor must include:

- RS 100 Introduction to Judaism  
and
- RS 101 History of the Jewish Experience  
OR  
either
- RS 100 or RS 101  
and
- RS 144 Faith after the Holocaust  
or
- RS 150 Jewish Interpretations of Scripture

Independent Study and internships are encouraged and

can be substituted for any course (other than the two RS courses listed above) with the approval of the Program Director. Students are also encouraged to apply for summer, and semester- or year-long programs in the U.S. or Israel, especially those offering the opportunity for Hebrew language study. Students receiving credit for such courses (and/or other Judaic Studies taken at another university) may count up to six Hebrew language credits and three additional credits toward the Judaic Studies minor.

**Courses offerings:**

**Religious Studies**

- RS 100 Introduction to Judaism
- RS 101 History of the Jewish Experience
- RS 103 Women in Judaism
- RS 144 Faith After the Holocaust
- RS 150 Jewish interpretations of Scripture
- RS 240 Modern Jewish Theology

**English**

- EN 290 Literature of the Holocaust
- EN 388 Jewish Literature

**History**

- HI 212 Modern Germany II
- HI 310 The Third Reich
- HI 317 Religious Outsiders in  
Early Modern France and Europe
- HI 342 Immigration, Ethnicity and Race  
in U.S. History
- HI 370 The Jews of the Middle East  
and North Africa
- HI 371 Arab-Israeli Conflict

**Modern Languages and Literatures**

- HE 11 Basic Hebrew I
- HE 12 Basic Hebrew II
- HE 101 Intermediate Hebrew

**Visual and Performing Arts**

- AH 119 Archeology of the Lands of the Bible
- AH 191 Art & Mythologies of Nazi Germany,  
Fascist Italy, Bolshevik Russia:  
Comparative Systems/Outcomes

**Visual and Performing Arts/  
Russian and East European Studies**

- FA 110/ From Icons to Film:
- RES 110 A Journey Through Russian Civilization

Program in

## Latin American and Caribbean Studies

**Director:** Dew (*Politics*)

**Liaison Faculty:** Buss (*Economics*); Campos, W.N. Hill, Panico (*Spanish*); Sourieau (*French*); Escobar (*Visual and Performing Arts*); Gordon (*Philosophy*); Hodgson, Murphy (*Sociology and Anthropology*); Kidd (*International Studies*); Lakeland (*Religious Studies*); Petry (*History*)

Fairfield University's commitment to a humanistic perspective and to the concept of social justice requires that Fairfield students be introduced to the "other Americans" who inhabit this hemisphere. The rainbow mixes of indigenous, European and African strains in the Americas have produced rich and vibrant cultures that eloquently display the infinite possibilities of human community and creativity.

It is the aim of the Program in Latin American and Caribbean Studies (LACS) to introduce students to characteristic aspects of these peoples and cultures which, because of their inherent value and the historic U.S. involvement with them, merit study and celebration in their own terms. The "pre-Colombian" indigenous cultures, the systems of African slavery, economic dependency, 20th century revolutions in poetry, painting, literature, politics, the church, and the reassertion of negritude and Indian rights in Mesoamerica, the Caribbean and North and South America are some of the themes considered in the courses offered in the Program.

Requirements for the 15-credit minor in Latin American and Caribbean Studies include third-year language competency plus completion of:

1. One of the two interdisciplinary, capstone seminars (LA 301 or 302) on the themes of "Latin America and the United States" and "The Human Condition in Latin America." The seminar topics will alternate each spring, beginning Spring, 1996. Reading competency in Spanish (or French or Portuguese) is a requirement of these seminars.
2. Four additional courses in at least three of the participating disciplines taken from the list of courses. The LACS minor permits the multiple counting of courses for credit in the core or in other programs.

## Latin American and Caribbean Studies

Competence in Spanish, French or Portuguese at the "continuing level" (i.e., the third year level) is required. The second half of the "continuing" course (e.g., SP 122, FR 122, or their equivalents from the list below) may be counted towards the 15-credit requirement. Equivalent achievement maybe through study abroad, testing, or other acceptable means.

### Course Offerings:

#### Economics

EC 235 Economic Development of Third World Nations

#### History

HI 277 Cortés to the NAFTA (formerly HI 377)  
 HI 287 Green History of Latin America  
 HI 288 Colonial Latin America, 1492-1800  
 HI 289 Latin America since 1800  
 HI 290 Central America: Conquistadores to the 1990's Peace Accords  
 HI 291 Africans in the Americas, 1500-1800  
 HI 376 The Spanish Caribbean: Cuba, Puerto Rico, and Santo Domingo from Columbus to Castro

#### Politics

PO 142 Latin American Politics  
 PO 143 Caribbean Politics

#### Religious Studies

RS 135 Liberation Theology

#### Sociology and Anthropology

AY 111 Cultural Anthropology  
 AY 130 Society and Culture of Latin America and Africa  
 SO 191 Social Change in Developing Nations

#### Spanish

SP 222 Spanish Conversation  
 SP 235 Nature in Latin American Literature  
 SP 253 Spanish American Civilization & Culture  
 SP 255 Popular Culture in Latin America  
 SP 271 Hispanic Film  
 SP 287 U.S. Latino Literature  
 SP 295 Survey of Spanish American Literature  
 SP 303 Survey of Spanish American Literature II  
 SP 304 Spanish American Drama  
 SP 346 Masters of the Spanish American Novel  
 SP 347 Spanish American Short Prose Fiction  
 SP 353 Puerto Rican Literature and Culture  
 SP 359 Images of Latin American Indians  
 SP 371

See departmental listings for course descriptions.



Program in  
**Legal Studies**

**Co-Directors:** Gordon, Regan, S.J. (*Philosophy*)

**Steering Committee:** Braginsky (*Psychology*), Forsythe (*History*), Greenberg (*Politics*), L. Katz (*Business*), Kelley (*Economics*), L. Newton (*Philosophy*), Zigarelli (*Business*), Rodrigues (*Sociology*)

The Legal Studies Minor consists of eighteen credits (six 3-credit courses). To fulfill the requirements for the minor, students are required to take the introductory course in legal studies (LS 10), a capstone course (LS 300) and/or an independent study (LS 398) and then four other courses chosen with the approval of the program director (see restrictions below). One of the course requirements can be satisfied with an approved internship (LS 298) in the legal arena defined broadly.

The program is intended for students who want to include the study of law in their undergraduate education. **It is not seen as a pre-law school program**, but rather as an opportunity for students within a liberal arts curriculum to engage in a broad critical understanding of the nature and function of our legal institutions. Although undoubtedly the minor may serve as an introduction for

students who are interested in a legal career, it also provides an intellectual jumping off point for a variety of other career paths.

**Courses offerings:**

**The School of Business**

(at most, two courses from the School of Business)

- |        |  |
|--------|--|
| BU 11  | Legal Environment of Business<br>OR            |
| BU 220 | Environmental Law and Policy<br>(but not both) |
| BU 311 | The Law of Contracts, Property<br>and Sales    |
| BU 320 | Employment Law                                 |
| BU 325 | Law, Women and Work                            |
| BU 350 | International Business Law                     |

**The College of Arts and Sciences**

- |        |  |
|--------|--|
| AE 283 | Environmental Justice                  |
| AE 295 | Ethics in Law and Society<br>OR        |
| AE 395 | Seminar in Legal Ethics (but not both) |
| EC 150 | Law and Economics                      |
| EC 245 | Antitrust and Regulation               |
| HI 243 | American Constitution I                |
| HI 244 | American Constitution II               |
| PH 288 | Social and Political Philosophy        |
| PH 289 | The Philosophy of Law                  |
| PO 163 | Supreme Court I                        |
| PO 164 | Supreme Court II                       |
| PO 296 | State Legislature Internship           |
| PY 138 | Psychology and the Law                 |
| RS 180 | Morality and Law                       |
| RS 181 | Religious Values and Public Policy     |
| SO 171 | Criminology                            |
| SO 175 | Sociology of Law                       |



## Program in Marine Science

**Director:** Brousseau (*Biology*)

**Liaison Faculty:** M. Hill (*Biology*), Chambers, Poincelot, Steffen (*Chemistry*); Beal (*Physics*)

As with all areas of science, study of the marine environment has become increasingly interdisciplinary in nature. This program provides interested students with the opportunity to explore the interface between their discipline and the study of marine science through coursework, internship and research experiences. Fairfield University's geographic location, minutes from Long Island Sound, provides a unique opportunity for students to study marine science in a "natural laboratory" and many of the courses described below integrate field trips into the curriculum.

The Marine Science minor is open to students of any major but will probably appeal most generally to science students interested in pursuing some area of marine or environmental science in graduate school. A minimum of 19 credits (five 3-credit courses; one 4-credit course) is required for the minor. Two courses are required (BI 78; BI 260 or BI 85) and the remaining four courses are selected from the elective offerings. Students are encouraged to include up to six credits of research and/or internship experience in their minor. Faculty-directed research projects include topics in marine shellfish pathology; marine product biostimulant research; and ecosystem structure and function in tidal wetlands. Marine internships are available in Connecticut through the Maritime Aquarium, Norwalk; Bridgeport Regional Vocational Aquaculture School, Bridgeport; Westport Nature Center, Westport; National Marine Fisheries Laboratory, Milford; Mystic Marineline Aquarium, Mystic; Audubon Coastal Center, Milford; and Soundwaters, Stamford.



### Course Offerings:

#### Required Courses

- BI 78 Introduction to Marine Science
- BI 260 Ecology  
OR
- BI 85 Introduction to Environmental Sciences

#### Elective Courses:\*

- BI 80 Tropical Marine Biology
- BI 100 Marine Biology (offered summers only)
- BI 261 Wetlands Ecology
- BI 262 Marine Invertebrate Zoology
- BI 286 Molecular Markers in Ecology  
and Evolution
- BI 363 Coral Reef Ecology Seminar
- BI 395-  
BI 396 Independent Research I & II
- BI 397-  
BI 398 Internships
- CH 220/  
PS 220 Pollution in the Environment

\*Note: Students interested in Marine Science often take credit-approved courses through off-campus institutions, either during the summer (e.g. School for Field Studies) or as a semester exchange program (e.g. SeaSemester Program). The student may receive credit toward the elective portion of the Marine Science Minor for such courses having a significant marine component.

Department of

## Mathematics and Computer Science

**Professors:** Bernhardt (*Chair*), Coleman, Dennin, Fine,  
G. Lang, MacDonnell

**Associate Professors:** Bolger, Mulvey, Spoerri, Weiss

**Assistant Professors:** King, O'Neill, Sawin

**Adjuncts:** Berry, C. Cron, J. Cron, Gloyer, Messman,  
Monaco, Money, Philips, Rowe, M. Simon, Turechek

**Visiting Assistant Professor:** Mittag

For the student of arts, business, and the social sciences, the Department of Mathematics and Computer Science seeks to give training in basic and necessary skills, to highlight the cultural and applied values of mathematics, and to show the relationship between other branches of knowledge and mathematics.

The major in Computer Science is described under its own heading on page 67.

### Major in Mathematics

*Major in mathematics:* The mathematics major at Fairfield is designed to give the student as strong and as wide a background in undergraduate mathematics as possible. This major provides the foundation for further graduate studies in theoretical or applied fields of mathematics. It also prepares for other fields, such as computer science or law, in which strong quantitative skills are needed, or for employment in mathematics-related fields, either in industry or in teaching. Mathematics majors also have the option of concentrating in computer science. Those wishing a stronger mathematical background may opt for a mathematics major with a minor in computer science.

Graphing calculators and computer software are integrated as much as possible in the mathematics curriculum. Mathematics majors are required to have a graphing calculator at least as powerful as a TI-83.

All mathematics majors will take a comprehensive examination in their senior year. A grade of Passed with Distinction, Passed, or Failed will be recorded on the transcript.

Majors in mathematics must complete 3 credits of a high level computer programming language, such as Pascal, C, or FORTRAN by the end of their junior year. Students who can demonstrate proficiency in one of these languages may have this requirement waived by the Department Chair.

Students invited to take the Honors Seminar (MA 390-391) will receive three credits for one of their mathematics electives if they complete one semester. Students completing two semesters will earn six credits, three credits as one of their mathematics electives and three credits of a free elective.

Students who do student teaching (ED 381-382) may have one mathematics elective waived if they have taken MA 383, Modern Geometry. Those planning on a career in secondary education should consult the Coordinator of the Program in Education and the Chair of this Department as early as possible.

Although physics is the usual science taken by majors in mathematics or computer science, a different laboratory science may be substituted with permission of the Chair.

The intern program provides mathematics majors an opportunity to gain practical, career-related experience in a variety of supervised field settings. Internships could be in any one of a number of areas such as actuarial sciences, numerical analysis or statistics. Internships may be for one or two semesters. The intern is expected to work a minimum of 10 hours per week on-site and complete the required academic component specified by the faculty advisor. An internship may not replace a mathematics elective to fulfill the requirements for a major.

### Minor in Mathematics

*Minor in mathematics:* The minor in mathematics consists of second semester Calculus (including appropriate prerequisites) and three mathematics courses at the 200 level or higher. The specific selection of courses must have approval of the Chair of the Department of Mathematics and Computer Science.



**Bachelor of Science***(Major in Mathematics)*

	Credits	
	Fall	Spring
<b>First Year</b>		
Mathematics (MA 171-172)	4	4
Core	12	12
<b>Sophomore Year</b>		
Mathematics (MA 271-272, MA 231, and MA 235)	6	6
Core (includes Science)	10	10
<b>Junior Year</b>		
Mathematics (MA 371, MA 334)	6	
Mathematics electives		6
Core	6	3
Electives	3	6
<b>Senior Year</b>		
Mathematics electives	6	6
Mathematics comprehensive exam		0
Core	3	
Electives	6	9

**Bachelor of Science***(Major in Mathematics with a concentration in Computer Science)*

	Credits	
	Fall	Spring
<b>First Year</b>		
Mathematics (MA 171-172)	4	4
Core	12	12
<b>Sophomore Year</b>		
Mathematics (MA 271-272, MA 231, and MA 235)	6	6
Computer Science (CS 131-132)	3	3
Core	6	6
<b>Junior Year</b>		
Mathematics (MA 371, MA 334)	6	
Mathematics elective (or CS 342 or CS 343)		3
Computer Science (CS 221, CS 232)	3	3
Core	6	3
Electives		6
<b>Senior Year</b>		
Computer Science (CS 331)	3	
Numerical Analysis (CS/MA 377)	3	
Mathematics (Theoretical Elective)		3
Mathematics comprehensive exam		0
Core (includes Science)	7	4
Electives	3	6

**Mathematics Courses for Non-Majors****MA 9-10 Mathematics for Liberal Arts**

Major mathematical concepts are presented in an historical and cultural setting. Topics include geometry, set theory logic, differential, and integral calculus. The interplay between mathematics, philosophy, and the arts is explored in addition to the more traditional relationship between mathematics and the physical sciences. Mathematics is treated as an art for its aesthetic beauty as well as a science. The course is oriented to giving a mathematician's view of the subject rather than preparing a student for a specific application of mathematics.

*3 credits***MA 15 Finite Mathematics**

Sets and functions; linear equations, linear models and applications; matrices, determinants, systems of linear inequalities, linear programming; probability.

*3 credits***MA 17 Introduction to Probability and Statistics**

An introduction to the theory of statistics. Course includes measures of central tendency, variance, Chebyshev's theorem, probability theory, binomial distribution, normal distribution, the central limit theorem, and estimating population means for large samples.

*3 credits***MA 19 Introduction to Calculus**

Derivatives, minimum and maximum problems, applications to graphing, exponential and logarithm functions, growth and decay, antiderivatives, definite integrals, and areas.

*3 credits***MA 21 & 22 Applied Calculus I & II**

**MA 21:** Plane analytic geometry; foundations of the calculus; differentiation of algebraic functions; extrema and curve sketching; applications of derivatives.

*3 credits*

**MA 22:** Antiderivatives; the Fundamental Theorem of Calculus; differentiation and integration of trigonometric, logarithmic, and exponential functions; techniques of integration; applications of the definite integral. Prerequisite: MA 21 or equivalent.

*3 credits***MA 23 & 24 Calculus Revisited I & II**

**MA 23:** After a quick review of differential calculus of one variable, topics to enhance and extend a student's knowledge of the calculus are selected from infinite series and sequences, partial differentiation, and other applications. Prerequisite: A good grade in a full-year high school calculus course and a high score, normally 620 or better, on the Mathematics portion of the SAT examination.

*3 credits*

**MA 24:** After a quick review of integral calculus of one variable, topics to enhance and extend a student's knowledge of the calculus are selected from multiple integration, statistical analysis and applications of probability theory, and other applications. Prerequisite: MA 23.

*3 credits*

**MA 25 & 26 Calculus I & II:**

**Engineering and Physics Majors**

**MA 25:** Analytic geometry, continuous functions, derivatives of algebraic and trigonometric functions, product and chain rules, implicit functions, extrema and curve sketching, indefinite and definite integrals, applications of derivatives and of antiderivatives. *3 credits*

**MA 26:** Exponential and logarithmic transcendental functions, their derivatives and their integrals; The Fundamental Theorem of Calculus; applications to area, arc length and volumes of revolution; hyperbolic functions, inverse trig functions; methods of integration, by substitution and parts; indeterminate forms and improper integrals. Prerequisite: MA 25 or equivalent. *3 credits*

**MA 211 Applied Matrix Theory**

Techniques and applications of linear algebra; solutions of linear equations, determinants, linear geometry, eigenvalues and eigenvectors. For students majoring in the sciences, economics, and business. Not for mathematics majors. *3 credits*

**MA 225 Applied Calculus III**

Partial differentiation, multiple integrals, infinite series, and first order differential equations. Prerequisites: MA 21-22. *3 credits*

**MA 227 Calculus III:**

**Engineering and Physics Majors**

Infinite series, tests for convergence, power series, Taylor series; geometry in 3-space; partial differentiation of continuous functions; chain rule, exact differentials, maxima and minima; multiple integration; application to volumes, center of gravity; polar, cylindrical and spherical coordinates. Prerequisite: MA 26 or equivalent. *3 credits*

**MA 228 Calculus IV:**

**Engineering and Physics Majors**

Vector arithmetic and algebra, dot and cross products, parametric equations, lines and planes; gradient, directional derivative, curl, divergence; line integrals, work, Green's theorem, surface integrals; Stokes and divergence theorems. Prerequisite: MA 227 or equivalent. *3 credits*

**MA 241 Applications of Modern Geometry**

Axiomatic structures, undefined terms and axioms; centroid theorems, Ceva and Menelaus theorems, cross ratio; transformation geometry through inversion and reciprocation; projective geometry with complete quadrangles and quadrilaterals; non-Euclidean geometry theorems of Saccheri with limit triangles and Saccheri Quadrilaterals; Poincaré model of Lobachevski's Hyperbolic geometry; solution of triangles whose angle sum is less than 180. This course is meant for students seeking a minor in Mathematics. Prerequisites: MA 21-22. *3 credits*

**MA 321 Ordinary Differential Equations**

Solutions of first and second order differential equations by formal methods. Linear equations are studied in detail. Systems of equations. Series solutions. Applications to geometry and physics. Prerequisite: MA 225 or the equivalent. *3 credits*

**MA 322 Partial Differential Equations**

**with Special Functions**

Solution of constant and variable coefficient linear equations; Lagrange method using subsidiary equations; separation of variables in two and three variables; Eigenvalue problems; Fourier series solution of the Heat equation, the Wave equation and the Laplace equation; Gamma and Bessel functions; Legendre, Hermite, and Laguerre polynomials; Calculus of Variations. Prerequisite: MA 321 or equivalent. *3 credits*

**Mathematics Courses for Majors**

Admission to Mathematics Major courses numbered 300 or above requires the successful completion of MA 171, 172, 271, 272, and 231 or permission of the Chair of the Department.

**MA 171 & 172 Differential Calculus**

**& Integral Calculus**

**MA 171:** Functions; limits, continuity, and derivatives; applications; relative maxima, minima, and curve sketching; absolute maxima and minima; related rates; Rolle's Theorem and the Mean Value Theorem. *4 credits*

**MA 172:** Antidifferentiation; the definite integral and the Fundamental Theorem of Calculus; applications; area, volume, and arc length; exponential, logarithmic, trigonometric, and hyperbolic functions; integration techniques; indeterminate forms; Taylor's Theorem; and infinite series. Prerequisite: MA 171 or equivalent. *4 credits*

**MA 231 Discrete Mathematics**

Logic; sets; functions; equivalence relations and partitions; factor sets; mathematical induction; isomorphisms; countability. Also listed as CS 231. *3 credits*

**MA 235 Linear Algebra**

Linear spaces and subspaces; linear independence and dependence; bases and dimension; linear operators; matrix theory; determinants and systems of linear equations; eigenvalues and eigenvectors. Prerequisite: MA 231. *3 credits*

**MA 271 Multivariable Calculus I**

Convergence tests, power series; vectors in the plane and in 3-space; arc length, curvature, equations of lines and planes; vector functions; parametric equations; functions of several variables, differentiability, gradient, directional derivatives; tangent planes, normal lines; total differential, extrema. Lagrange multipliers; sequences and series. Prerequisite: MA 172 or the equivalent. *3 credits*

**MA 272 Multivariable Calculus II**

Multiple integration: volume and surface integrals in cartesian, cylindrical and spherical coordinates. Line integrals, Green's theorem, divergence and curl, Jacobians, change of variables. Separation of variables and exact differential equations. Inverse functions, implicit function theorems. Prerequisite: MA 271 or equivalent. *3 credits*

**MA 334 Abstract Algebra**

Group theory and the Sylow Theorems; rings and ideals, integral domains, fields; vector spaces; algebras. *3 credits*

**MA 337 Number Theory**

A study of the integers including but not limited to the following topics: primes and their distribution, divisibility and congruences, Quadratic Reciprocity, special numerical functions such as Euler's 1-function, Diophantine equations. The influence number theory has had on the development of algebra and the interplay between the two is considered. *3 credits*

**MA 341 Linear Programming and Operations Research**

Convex sets, extreme points, theoretical basis of the simplex method for linear programming, the simplex computational procedure, duality theory, sensitivity analysis. The transportation problem and network applications as time permits. Prerequisite: MA 235. *3 credits*

**MA 342 Theory of Computation**

Finite state machines, push-down automata, Turing machines and recursive functions. Mechanisms for formal languages: regular grammars, context-free grammars, context-sensitive grammars. Decidable vs. undecidable problems. Introduction to algorithm analysis. Also listed as CS 342. Prerequisite: MA 231. *3 credits*

**MA 351 Probability and Statistics I**

Counting techniques, axiomatic probability theory. Discrete and continuous sample spaces. Random variables, distribution functions, probability density and mass functions. Normal, binomial, Poisson distributions. Limit laws. *3 credits*

**MA 352 Probability and Statistics II**

Joint distribution and continuous distributions. Statistical application of probability. Theory of sampling. Variances of sums and averages. Estimation and hypothesis testing. Least squares, curve-fitting, and regression. Prerequisite: MA 351. *3 credits*

**MA 361 Topics in Algebra**

This course is designed to investigate a number of topics in greater depth than can be done in the first linear or abstract algebra course. Three topics are selected from the following list: Canonical Forms for Matrices, Metric Linear Algebra, Ideal Theory, Finite Non-abelian Groups and Galois Theory. It is expected that at least one topic from each of linear and abstract algebra will be selected. Prerequisites: MA 235, and MA 334. *3 credits*

**MA 365 Differential Geometry**

This course provides a basic introduction to elementary differential geometry. Topics include tangent vectors, vector fields, differentials and calculus as well as the basic properties of curves including the Serret-Frenet apparatus, and an introduction to surfaces and the role of Euclidean geometry. There are also brief introductions to the concept of a manifold and to Riemannian geometry. Prerequisite: Multivariable Calculus – MA 225, MA 227, or MA 272. *3 credits*

**MA 371 Real Analysis**

$\mathbb{R}$  as a complete, ordered, archimedean field;  $\mathbb{R}$  as a linear vector space equipped with inner product and norm; metrics on  $\mathbb{R}$  particularly the euclidean one, topological concepts: continuity, connectedness and compactness; the Intermediate Value, Extreme Value, Monotone Convergence, Bolzano/Weierstrass and Heine/Borel Theorems; convergence and uniform convergence of sequences of continuous functions; Differentiation: the Mean Value, Implicit and Inverse Function Theorems; Integration: The Riemann Integral and the Theorem of Lebesgue. Prerequisites: MA 231 and MA 272. *3 credits*

**MA 373 Complex Analysis**

Algebra of complex numbers, analytic functions, integration in the complex plane, Cauchy's Theorem and integral formula, conformal mapping, residue theory, applications. Prerequisite: MA 371. *3 credits*

**MA 375 Differential Equations and Dynamical Systems**

Theory of ordinary differential equations, transforms, series solutions, systems of equations with classical and modern applications. Prerequisites: MA 235 and MA 371. *3 credits*

**MA 377 Numerical Analysis**

Computer arithmetic, round-off errors, the solution of nonlinear equations, polynomial approximation, numerical differentiation and integration, and the solution of systems of linear equations will be investigated via student-written code to implement the algorithms and/or the use of available software. Also listed as CS 377. Prerequisite: MA 172, MA 235 and proficiency in a computer language. *3 credits*

**MA 383 Modern Geometry**

Foundation for plane geometries. Theorems of Menelaus, Ceva, Desargues, Pascal, Brianchon, Feuerbach. Inversion and reciprocation transformations. Projective, Riemannian and Lobachevskian geometries. Poincare model. *3 credits*

**MA 385 Point Set Topology**

Topological spaces, continuous functions; product, metric and quotient spaces; countability and separation axioms; existence and extension of continuous functions; compactification; metrization theorems, complete metric spaces. Prerequisite: MA 371. *3 credits*



**MA 390-391 Honors Seminar**

Participation is open to senior mathematics majors with a 3.50 or higher G.P.A. in mathematics and those invited junior and senior mathematics majors with demonstrated ability who have been recommended by the mathematics faculty. The purpose of this seminar is to provide the talented student with an opportunity to obtain experience in doing individualized study and research in current mathematical journals, under faculty direction. Participants are expected to present several reports on their findings before a group of peers. The subject matter content of the seminar varies from year to year. *3 credits*

**MA 397-398 Internship in Mathematics**

The internship program provides the senior mathematics major with an opportunity to gain practical, career-related experience in a variety of supervised field settings. Student interns are offered a wide selection of placements, especially in the applications of mathematics, numerical methods, and statistics. An intern is expected to spend a minimum of 10 hours per week in on-site work and to complete the required academic component specified by the faculty advisor. The number of credits varies and interns may register for a summer session, and/or one or two semesters for an overall maximum of 6 credits. In addition, a student's internship must satisfy the requirements outlined in the "University Internship Policy," which is available from the Career Planning Center. Prerequisites: senior standing, completed application form, acceptance by the field placement supervisor, and approval by the Department of Mathematics and Computer Science. *1-3 credits*

**MA 399 Independent Study in Mathematics**

The independent study provides students with the opportunity to study areas not covered in the undergraduate curriculum. Under the guidance of a faculty member, advanced students have an opportunity to learn an area in mathematics through reading and research. The independent study includes written work in the form of exercises or papers.

Students must apply to a professor under whose direction they wish to study and have the approval of the Department Chair. This course may not replace a Mathematics elective to fulfill the requirements for the major. *3 credits*

Department of

**Modern Languages and Literatures****Professors:** Fedorchek, Panico**Associate Professors:** Campos, Goldfield, W.N. Hill, Webster (*Chair*)**Assistant Professors:** Carolan, García-Devesa, Sourieau**Instructors:** Bork-Goldfield (*Internship Coordinator*), Wilkinson**Lecturers:** Avery, Blanco, Brugger, Y. Eliasoph, Erotopoulous, Inglese, Khadjavi, Kimball, Knight, Kuepper, Leeber, Livshin, Mussio, Ortiz, Prulletti, Román, Scoccia-Svec, Sommer, Tauro, Yepes

The study of modern foreign languages, as well as their cultures and literatures in the original, is an intellectual experience that offers the student another point of view on life. Knowledge of a language other than English is freedom from the restraints of seeing but one reality, and the new perspectives that are gained from understanding the expression of another people are the essence of a liberal education.

The Department of Modern Languages and Literatures stresses proficiency in all language skills in order to prepare students for careers in business, communication, education, government, health sciences, social work, and related professions.

The department offers instruction in the following languages: Chinese, French, German, Hebrew, Italian, Japanese, Russian and Spanish. Currently, majors and minors are available in French, German and Spanish.

**Majors** select a single language in which to concentrate. They will elect a minimum of 24 upper-division credits in the language of concentration, i.e., eight, three-credit courses at the 200 and 300 level. These courses will typically include: four courses in literature, one in composition, one in conversation, and one in culture, which can be waived in favor of summer study abroad or Junior Year Abroad (both of which the Department encourages); the eighth course may be selected from any of the above areas. The study of a second or third language is encouraged. All majors are urged to work closely, as soon as possible, with an advisor of their choice to plan a program.

A **minor** in Modern Languages and Literatures is 15 credits in a single language beyond the intermediate (101-102) level, at the selection of the student and in consultation with a departmental advisor.

**Core** requirements may be fulfilled by completing successfully two semesters of French, German, Italian, Japanese, Russian, or Spanish at the 101-102 level; or French, German, Italian and Spanish at the 121-122 level or beyond. If the 11-12 level is selected (i.e., the student begins a language at Fairfield University), then 101-102 must also be taken to fulfill the language requirement.

Some sections of Basic and Intermediate language include an extra oral practice session (OPS). When offered, such sections are required.

The 300-level courses are conducted in the language and students are encouraged to consult with a member of the Department when selecting them.

In addition to its own programs, the Department of Modern Languages and Literatures participates in the program in International Studies and the minor programs in Asian Studies, Italian Studies, Judaic Studies, Latin American and Caribbean Studies, Russian and East European Studies, and Women's Studies. Select language courses may count toward those programs. See separate catalog entries for details.

## French

### FR 11-12 Basic French

The goal of this two-semester sequence is to teach the essentials of pronunciation, structure, and usage in order for students to acquire the skills of listening, speaking, reading, and writing. Three/Four classes per week, as determined by the Department, and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor.

*3 or 4 credits each*

### FR 101-102 Intermediate French

In this two-semester sequence, the structure and current usage of the French language are reviewed and practiced to improve the student's ability to speak and to write as well as to read literary and cultural selections. Three classes per week and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor.

*3 credits each*

### FR 121-122 Continuing French

This course prepares students to continue the study of French on the advanced level. Review of essential points of grammar;

vocabulary building; regular practice in speaking and writing. A wide variety of material (literary and cultural texts, articles from the press, films, documents) serves as the basis for class work and discussion, and provides an introduction to contemporary French culture.

*3 credits each*

### FR 221 Grammar and Composition

This course is intended to improve proficiency in the written language. Students will build vocabulary and improve their grammar through readings and exercises designed to prepare them for weekly compositions. These compositions will expose students to a variety of genres ranging from the scholarly to the creative. Following peer review and suggestions from the instructor, compositions will be rewritten and incorporated into a final portfolio project.

*3 credits*

### FR 222 French Conversation and Phonetics

The goal of this course is to develop and improve the student's conversational ability. This is accomplished through class discussion which involves a variety of current topics. Increasing of vocabulary is stressed; the phonetic alphabet is introduced for the improvement of pronunciation.

*3 credits*

### FR 251-252 Culture and Civilization of France and Francophone World

In the first semester, an examination of France and the French people in a social and historical context. In the second semester, an examination of the countries and regions which comprise the Francophone world. Discussion of a wide range of topics. Frequent oral and written reports.

*3 credits each*

### FR 267 French Commercial Culture

In this course, the student studies commercial French and the cultural aspects of France directly or indirectly related to it. Emphasis is placed on commercial vocabulary and business situations. Extensive use of authentic documents and material. Regular practice in speaking and writing.

*3 credits*

### FR 271 La Presse Contemporaine

Reading and discussion of articles from representative magazines and newspapers in French; considerable use of television news broadcasts and documentary films. Many aspects of modern French life are examined: politics, education, religion, the economy, the arts, science, etc. Frequent oral and written reports.

*3 credits*

### FR 301-302 Survey of Literature in French

This course presents a general view of the literatures of France and the Francophone world. Emphasis placed on the more important writers and major literary movements and themes.

*3 credits each*

### FR 305 French and Francophone Women Writers

This course will explore post-Revolution philosophical, fictional and autobiographical works of French and Francophone women within the context of France's historical, political and cultural development to the present. Discussion conducted in French. Emphasis on student participation through oral and written reports.

*3 credits*

**FR 311 17th Century Classical Theatre**

This course is devoted to an examination of the plays of Corneille, Moliere, and Racine. Stress is placed on both the revelation of 17th century classical principles and the modern relevance of the plays. *3 credits*

**FR 321 18th Century Literature**

Readings and discussion of works by Voltaire, Marivaux, Diderot, Rousseau, Beaumarchais, and others. Frequent papers required; emphasis on class discussion and student participation. *3 credits*

**FR 337 Novel of the 19th Century**

This course examines the important novelists of the 19th century: Balzac, Stendhal, George Sand, Flaubert, Zola, and others. Frequent oral reports and critical papers required. *3 credits*

**FR 346 Modern French Theatre**

An examination of works by important modern dramatists: Cocteau, Giraudoux, Anouilh, Sartre, Beckett, Ionesco, and others. Frequent oral reports and critical papers required. *3 credits*

**FR 347 Modern French Novel**

Reading and discussion of important modern novelists: Mauriac, Malraux, Sartre, Beauvoir, Camus, Duras, Le Clézio, and others. Frequent oral reports and critical papers required. *3 credits*

**FR 366-367 Film and Literature in French**

This course examines the relationship between film and literature. In the first semester, consideration of authors from France: Maupassant, Camus, Duras, Prévert, and others. In the second semester, consideration of authors from francophone regions (Quebec, the Caribbean, Africa, etc.) The film version of each work is screened and serves as the basis for class discussion. Frequent oral and written reports. *3 credits each*

**FR 377-378 Internship**

The internship program is meant to give students first-hand experience in the fields of translation, interpretation, cataloguing, public relations, advertising, teaching, etc. in the language of their specialization. The work done shall be supervised by members of the Department who agree to guide the students in their endeavor. An evaluation of the student's work by the institution where he/she is doing the internship can also be required by the faculty supervisor. The student's work should demand no less than a full day per week, or its equivalent. *3 credits each*

**FR 381-382 Coordinating Seminar**

Readings and studies in a specialized area of French, under the direction of a staff member. Designed to fill the special needs of specific students; given at the discretion of the Department Chair. Hours by arrangement. *3 credits each*

**German****GM 11-12 Basic German**

The goal of this two-semester sequence is to teach the essentials of pronunciation, structure, and usage in order for students to acquire the skills of listening, speaking, reading, and writing. Three/Four classes per week, as determined by the Department, and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor. *3/4 credits each*

**GM 101-102 Intermediate German**

In this two-semester sequence, the structure and current usage of the German language are reviewed and practiced to improve the student's ability to speak and to write as well as to read literary and cultural selections. Three classes per week and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor. *3 credits each*

**GM 121-122 Continuing German**

The aim of this course is to introduce the student to the major works of literature. Emphasis will be placed on the literary and cultural significance of the texts. A primary goal will be to increase the students' reading ability through intensive analysis. Three classes each week for 2 semesters. *3 credits each*

**GM 221 Stylistics and Composition**

This course is intended to assure proficiency in the written language. Model passages from the great writers studied, analyzed, and imitated with a view toward developing the student's own accurate and precise style. *3 credits*





**GM 222 German Conversation**

This course is intended to assure fluent and accurate use of the spoken language. Correct pronunciation reviewed and drilled through phonetic transcriptions and the imitation of recorded artists. Prerequisite: GM 121-122 or its equivalent. Required for German majors. *3 credits*

**GM 251-252 German Civilization and Culture**

The main currents of German civilization are presented by means of lectures, films, World Wide Web, and different types of literature. Emphasis is on student participation and frequent oral and written reports. The geography, literature, history, and fine arts of Germany are scanned and studied as a basis for class discussion. *3 credits each*

**GM 301-302 Survey of German Literature**

An overview of works and literary movements from the Middle Ages to the present. This course provides students with the fundamentals of literary analysis in the genres of poetry, drama, novellas, novels, short stories, and film. The focus of the course is on the last four centuries. Frequent oral and written reports. *3 credits each*

**GM 321 18th Century German Literature**

The development of German literature from the Sturm und Drang movement, through the classic period of Goethe and Schiller, Henrich von Kleist, analysis of the Romantic literary theory (Eichendorff, Novalis, Hoffmann). *3 credits*

**GM 331 19th Century German Literature**

German prose and drama between 1830 and the turn of the century. Junges Deutschland, Biedermaier, Poetic Realism, and Naturalism. Selected works of Buchner, Stifter, Keller, Meyer, Hebbel, Fontane, and Hauptmann. *3 credits*

**GM 341 20th Century German Literature**

A critical study of the intellectual ferment and aesthetic reevaluation around the turn of the century concluding with the National Socialism. Readings and analysis of the most important writers of this time. Wedekind, Kaiser, Kafka, Rilke, Thomas Mann, Hofmannsthal, Musil, Broch, Brecht. *3 credits*

**GM 377-378 Internship**

The internship program is meant to give students first-hand experience in the fields of translation, interpretation, cataloguing, public relations, advertising, teaching, etc. in the language of their specialization. The work done shall be supervised by members of the Department who agree to guide the students in their endeavor. An evaluation of the student's work by the institution where he/she is doing the internship can also be required by the faculty supervisor. The student's work should demand no less than a day per week, or its equivalent. *3 credits each*

**GM 381-382 Coordinating Seminar**

Readings and studies in a specialized area of German, under the direction of a staff member, designed to fill the special needs of specific students, at the discretion of the Department Chair. Hours by arrangement. *3 credits each*

**Italian****IT 11-12 Basic Italian**

The goal of this two-semester sequence is to teach the essentials of pronunciation, structure, and usage in order for students to acquire the skills of listening, speaking, reading, and writing. Three/Four classes per week, as determined by the Department, and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor. *3/4 credits each*

**IT 101-102 Intermediate Italian**

In this two-semester sequence, the structure and current usage of the Italian language are reviewed and practiced to improve the student's ability to speak and to write as well as read literary and cultural selections. Three classes per week and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor. *3 credits each*

**IT 121-122 Continuing Italian**

This class is for students who have completed IT 101-102 and wish to perfect their general conversational, grammatical, and literary skills. Selected poetry and essays from classical Italian literature and modern masters. We will also study Italy's rich cultural heritage; we will use Italian newspapers and magazines, films; we will consider daily events, tourism, commercial development, political parties, etc. *3 credits each*

**IT 223 Italian Composition and Oral Expression**

This class aims to improve proficiency in both written and oral expression in Italian. Students will develop advanced writing and speaking skills, while concentrating not only on grammar, but also on style and appropriateness. Weekly compositions based primarily on the genres studied in that class (short story, theater, memoir) allow students the opportunity to identify and correct grammatical mistakes. Students will present speeches in class and conduct situational dramas (job interviews, television reporting, courtroom trials) in the target language. Various films and cultural artifacts (comic strips, proverbs, and music) familiarize students with idiomatic Italian. Prerequisite: Italian 121 or equivalent. *3 credits each*

**IT 355 The Novella**

This course traces the development of the most successful genre in Italian literature, the *novella* or short story. Authors include Boccaccio, Machiavelli, Basile, Serao, Pirandello, Morante, and Maraini. *3 credits each*

**IT 381-382 Coordinating Seminar/Independent Study**

The course will include readings and studies in a specialized area of Italian under the direction of a staff member. Designed to fill the special needs of specific students; given at the discretion of the Department chair. Hours by arrangement.

## Japanese

### JA 11-12 Basic Japanese

The goal of this two-semester sequence is to teach the essentials of pronunciation, structure, and usage in order for students to acquire the skills of listening, speaking, reading, and writing. Three/Four classes per week, as determined by the Department, and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor.

*3/4 credits each*

### JA 101-102 Intermediate Japanese

In this two-semester sequence, the structure and current usage of the Japanese language are reviewed and practiced to improve the student's ability to speak and to write as well as read literary and cultural selections. Three classes per week and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor.

*3 credits each*

## Russian

### RU 11-12 Basic Russian

The goal of this two-semester sequence is to teach the essentials of pronunciation, structure, and usage in order for students to acquire the skills of listening, speaking, reading, and writing. Three/Four classes per week, as determined by the Department, and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor.

*3/4 credits each*

### RU 101-102 Intermediate Russian

In this two-semester sequence, the structure and current usage of the Russian language are reviewed and practiced to improve the student's ability to speak and to write as well as read literary and cultural selections. Three classes per week and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor.

*3 credits each*

### RU 121-122 Continuing Russian

This course is intended for students who want to continue their study of Russian beyond RU 101-102. It will include review of grammar, vocabulary building, and regular practice in speaking and writing. Extensive use will be made of films, magazines, newspapers, television news and material in the Culpeper Language Resource Center.

*3 credits each*

## Spanish

### SP 11-12 Basic Spanish

The goal of this two-semester sequence is to teach the essentials of pronunciation, structure, and usage in order for students to acquire the skills of listening, speaking, reading, and writing. Three/Four classes per week, as determined by the Department, and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor.

*3/4 credits each*

### SP 101-102 Intermediate Spanish

In this two-semester sequence, the structure and current usage of the Spanish language are reviewed and practiced to improve the student's ability to speak and to write as well as read literary and cultural selections. Three classes per week and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor.

*3 credits each*

### SP 121-122 Continuing Spanish

Analysis of artistic and socio-political motifs through discussion of literary selections as well as Spanish language newspapers and periodicals. Films and filmstrips will serve as catalysts to discussion of contemporary issues. Review of particularly troublesome points of syntax. Three classes each week for two semesters.

*3 credits each*

### SP 211 Career-Oriented Spanish

This course is for students who wish to continue their work in written and spoken Spanish to acquire a skill that would be an asset in numerous careers. Through papers and classroom discussion, emphasis is placed on learning vocabulary related to business, law, medicine, social work, etc. Not for major credit.

*3 credits*

### SP 221 Spanish Composition

The objective of this course is to improve the student's proficiency in the written language. It provides opportunity for practice in accurate use of vocabulary, grammar, and syntax.

*3 credits*

### SP 222 Spanish Conversation

The goal of this course is to develop and improve the student's conversational ability. This is accomplished through class discussion of a variety of contemporary topics. Opportunity is provided for practice in improvement in pronunciation, increasing vocabulary, and correct use of grammar.

*3 credits*

### SP 225 Spanish Structure and Syntax

A study of the difference between Spanish and English, and of the major difficulties in Spanish which confront the native English speaker. Although the course is broad in scope, the work ranges from the basics of pronunciation, lexicology, and comparative structure to rules of current usage. Particular attention will be given to the subjunctive, the verbal system, *ser* and *estar*, and others.

*3 credits*

### SP 245 Analysis and Interpretation of Hispanic Literature

The course provides students with the fundamentals of literary analysis in the genres of poetry, narrative, theater, and film. Use of materials from around the Hispanic world will present a broad historical-cultural context for further reading, and sharpen the skills of analysis, argumentation, speaking and writing. Focused on literary study whose critical terms derive from the structure of literature itself (plot, scene, shot, verse, etc.), the course concludes with a brief survey of contemporary theoretical approaches. Critical papers required. Prerequisite: SP 122 or permission of instructor.

*3 credits*

**SP 251 Spanish Civilization and Culture**

The main currents of Spanish civilization are presented by means of lectures and student participation in written and oral reports. The geography, history, literature, and fine arts of Spain are studied as a basis for class discussions. *3 credits*

**SP 253 Spanish American Civilization**

This course presents a general view of Spanish-American civilization from Pre-Colombian times to the present. The culture, social history and politics of Spanish-America are studied through select literary readings, articles, documentaries, films, newspapers and Internet research. A special topic will be studied covering the globalization in Latin America and its impact in the 21st century. Exams, oral presentations, written papers and final paper required. *3 credits*

**SP 262 Translation from Written Spanish into English**

The objective of this course is to learn how to translate from Spanish into correct, clear, and fluent English. Solid command of both languages is assumed. Practice will include translation of newspaper and magazine articles, commercial announcements, chapters from guide books, and literary selections. The range of materials is broad in order to provide students with exposure to different styles and levels of written Spanish. Numerous short papers and one long project required. *3 credits*

**SP 271 Hispanic Film**

This course will examine and analyze film by Spanish and Latin American Directors (Bunuel, Saura, Littin, Sanjines, etc.). Films will first be studied as an independent genre using specific structural form as the means of analysis (close-up, soundtrack, frame, etc.). Students will then begin to formulate interpretations that move between the formal, technical composition of films, and the concrete socio-historic and cultural reality to which each film refers. Course activities include screening of films, discussion of articles that deal with literary theory and analysis of film, and writing short papers. *3 credits*

**SP 287 U.S. Latino/a Literature**

An exploration of definitive works in a rapidly expanding body of bilingual literature which includes Chicano, mainland Puerto Rican, and Cuban American literature. Works such as Tomás Rivera's *... y no se lo tragó la tierra*, Piri Thomas' *Down These Mean Streets*, and Dolores Prida's *Botánica* bring into clear focus themes of bicultural identity, the struggle for justice and equality, and the politics of language. For major/minor credit in Spanish, all oral reports and papers must be completed in Spanish. *3 credits*

**SP 301 Love, Life, and Death in Spanish Literature**

This course presents a thematic view of Spanish literature from its origins to the end of the 18th century. When possible, complete works will be analyzed and discussed in class. *3 credits*

**SP 303-304 Survey of Spanish-American Literature**

Reading and critical analysis of the more important writers. Special emphasis on literary currents in Spanish America and their relationship to socio-historic and aesthetic reality. *3 credits each*

**SP 311 Spanish Literature of Golden Age**

A study of the more important writers of the 16th and 17th centuries. Special emphasis will be placed upon Cervantes, Lope de Vega and Calderon de la Barca. *3 credits*

**SP 331 19th Century Literature**

Study and analysis of representative works of the Romantic and Realist movements. The emphasis will be on theatre and poetry or on novel, depending on students' needs. *3 credits*

**SP 341 20th Century Spanish Literature**

A study of works and literary movements from the early part of the century (Generation of 98) to present times. Representative authors: Unamuno, Baroja, Valle-Inclán, García Lorca, Cela, Laforet, Delibes, Matute, etc. *3 credits*

**SP 346 Spanish American Drama**

The course initiates the student in the process of critical thinking conducive to understanding and appreciating drama. Course procedure centers on student analysis and discussion of the definitive works of the 19th and 20th century in Spanish America. Selections will be taken from dramatists such as F. Sanchez, R. Usigli, R. Marques, Egon Wolff, G. Gambaro but may also include Chicano, testimonial, and collective theater. Critical papers and/or oral reports may be required. *3 credits*

**SP 347 Masters of the Spanish American Novel**

Critical reading and discussion of key works in the novel genre with special emphasis given to the 20th century and authors as diverse as Azuela, Gallegos, Carpentier, Asturias, García Marquez, Puig, Skarmeta. Consideration may also be given to current trends, popular culture, the testimonial novel, and others. Critical papers and/or oral reports may be required. *3 credits*

**SP 351 Spanish-American Essay**

A study of the socio-political contents and aesthetic qualities of representative works from the Colonial to the Contemporary period. *3 credits*

**SP 353 Spanish American Short Prose Fiction**

The short story is arguably Spanish America's strongest and most favored form of narrative fiction. The course is designed to immerse the student in the narrative world with emphasis on the contemporary period in order to facilitate the comprehension of the peculiar nature of short fiction in American Spanish. To be included among others, are: E. Echeverría, R. Dario, H. Quiroga, Borges, and Cortázar. Attention will also be given to the Short Story of Fantasy, Microstories, and narrative experiments in popular culture. Critical papers and/or oral reports may be required. *3 credits*



**SP 355 Short Prose Fiction of Spain**

This course traces the development of short prose fiction in Spain from the beginnings in the Middle Ages (El Conde Lucanor) to the Golden Age (Cervantes' *Novelas ejemplares*) and its full development in the nineteenth and twentieth centuries. *3 credits*

**SP 357 The Spanish Novel**

A study of the novel of Spain from the time of Cervantes to the present day. Special attention given to the more important novelists and their best works. *3 credits*

**SP 359 Puerto Rican Literature and Culture**

Study and explanation of distinctive elements of the language of Puerto Rico. Discussion of the fusion of indigenous, Hispanic, and Anglo-Saxon influence as manifested in the island's culture. Reading, study, and critical analysis of the more important writers of the contemporary period. *3 credits*

**SP 371 Images of Latin American Indians**

This course will study the vision of Latin American Indians from the first letters of the "Discoverers" and Conquistadores (Colón, Cortés, Bernal Díaz del Castillo), and missionaries (Bartolomé de las Casas) through relevant novels, short stories, and films of the 19th and 20th centuries. To understand post-Discovery vision of the Indians, this course will also study the major Pre-Columbian civilization of Mesoamerica and the Andean region. Authors such as the following shall be included: Matto de Turner, Icaza, Arguedas, Castellanos, etc. *3 credits*

**SP 377-378 Internship**

The internship program is meant to give students first-hand experience in the fields of translation, interpretation, cataloguing, public relations, advertising, teaching, etc. in the language of their specialization. The work done shall be supervised by members of the Department who agree to guide the students in their endeavor. An evaluation of the student's work by the institution where he/she is doing the internship can also be required by the faculty supervisor. The student's work should demand no less than a full day per week, or its equivalent. *3 credits each*

**SP 381-382 Coordinating Seminar**

Readings and studies in a specialized area of Spanish, under the direction of a staff member, designed to fill the special needs of specific students, at the discretion of the Department Chair. Hours by arrangement. *3 credits each*

**Music**

*(See Visual and Performing Arts)*

Program in  
**Neuroscience**

**Director:** Salafia (*Psychology*)

**Participant Faculty:** Barone, Braun, O. Hill, Hodgkinson, Krause, Ross (*Biology*); King (*Computer Science*); Boitano, Gardner (*Psychology*)

Neuroscience is the study of the brain and nervous system. It asks questions such as: How do we learn, remember and process information? Why do we feel happy or sad? What do drugs do to our brains? What are the underlying causes of neurological and psychiatric disorders such as depression and schizophrenia? And the fundamental question – What is consciousness?

The Program in Neuroscience is designed to provide students with a comprehensive introduction to this interdisciplinary field. The goal of the program is an understanding of the molecular, cellular, physiological and biochemical mechanisms underlying nervous system functioning, behavior, and mental processes. It is designed to provide experience with a wide variety of fundamental research techniques, real or simulated, employed by neuroscientists. These include but are not limited to examining the biophysical and neurochemical mechanisms within single nerve cells, the interaction between brain systems and the behavior of organisms, and the application of computational techniques to the understanding of neural processing.

The program prepares students for graduate study in neuroscience, neurophysiology, psychobiology, experimental psychology, neuropsychology, neuropharmacology, and medicine, especially, neurology, neurosurgery, and psychiatry. It is also for students who simply find the subject interesting and wish to pursue it as part of a liberal education.

**Major in Neuroscience**

The interdisciplinary program in Neuroscience leads to a B.S. degree that combines courses from all science departments. The academic basis for this program is that optimal preparation for graduate studies in Neuroscience and related disciplines is a mixture primarily of Biology, Psychology and Chemistry, with additional studies in Physics, Mathematics and Computer Science.

Required courses in the sciences and mathematics include:

**Biology:** BI 91-92 (General Biology I & II), and either BI 107-108 (Anatomy and Physiology) or BI 212-BI 231 (Mammalian Physiology and Histology)

**Chemistry:** CH 11-12 (General Inorganic Chemistry I & II), or CH 17-18 (Introductory Inorganic Chemistry I & II); and CH 211-212 (Organic Chemistry I & II), each with the appropriate laboratory.

**Mathematics:** MA 21-22 (Applied Calculus I & II), or higher level of Mathematics, as appropriate.

**Neuroscience:** NE 391 (Neuroscience) and NE 398 (Independent Research)

**Physics:** PS 83-84 (General Physics for the Life and Health Sciences I & II with laboratory)

**Psychology:** PY 101 (General Psychology), PY 261 (Biological Bases of Behavior)

**Statistics:** BI 203 or PY 203 (Statistics for the Life Sciences)

Two concentrations are available to students who major in Neuroscience.

**The Cellular/Molecular (C/M) Concentration consists of the following four courses:**

- BI 211 Cell Physiology
- BI 221 Genetics
- BI 254 Molecular Biology: The Nucleus
- BI 311 Cellular and Molecular Neuroscience

The following upper-level courses offered by the Biology Department are also appropriate to the Neuroscience major and may be taken as electives:

- BI 213 Endocrinology
- BI 231 Histology
- BI 242 Mechanisms of Animal Development
- BI 252 Fundamentals of Microbiology

**The Behavioral/Cognitive (B/C) Concentration consists of any four of the following courses:**

- PY 209 Research Methods in Psychology
- PY 250 Sensation and Perception
- PY 265 Conditioning and Learning
- PY 271 Psychobiology Laboratory
- PY 285 Cognitive Psychology
- PY 290 Drugs and Behavior

The remaining courses are available and recommended as electives.

The following is one possible program of studies leading to the B.S. in Neuroscience. Each student, however, in consultation with a faculty advisor, should choose a structure that best meets individual needs. For example, the extremely heavy first year in the following outline, can be eased somewhat by moving Biology (BI 91-92) to sophomore year, and taking another core course in its place.

### Major in Neuroscience

	Credits	
	Fall	Spring
<b>First Year</b>		
Biology (BI 91-92)	4	4
Chemistry (CH 11-12)	4	4
Mathematics (MA 21-22)	3	3
Psychology (PY 101, PY 261)	3	3
Core	3	3
<b>Sophomore Year</b>		
Chemistry (CH 211-212)	5	5
Biology (BI 107/212 or 108/231)	4	4
Neuroscience (PY or BI 203, NE 391)	4	4
Core	3	3
Core	3	3
<b>Junior Year</b>		
Physics (PS 83-84)	4	4
C/M or B/C Concentration courses	3	3
Core	3	3
Core	3	3
Elective	3	3
<b>Senior Year</b>		
C/M or B/C Concentration courses	3	3
Core/Ind. Research (e.g., NE 398)	3	3
Core	3	3
Core	3	3
Elective	3	3

### Minor in Neuroscience

At present there is no minor in Neuroscience. As more courses specific to the discipline are offered, a minor will be developed. Minors in the principal constituent departments, Biology and Psychology, can be worked out in consultation with the chairs of those departments, but must entail some courses over and above those required for the Neuroscience major.

## Course Descriptions

Consult Biology and Psychology Departmental listings for descriptions of courses with BI and PY numbers.

### NE 391 Neuroscience: Lecture and Laboratory

This course provides students with the most important principles of nervous system structure and function. The neuroanatomy component includes a description of the human brain and spinal cord with a focus on the different neural structures evolving from the developing nervous system. The neurophysiology component includes the cell membrane with its voltage-gated ion channels, graded potentials, action potentials, the mechanisms of transmitter release and postsynaptic activation. The overall aim is to provide students with a quantitative understanding of communication between nerve cells. A one-credit lab focuses on gross anatomy of the human brain and its internal structure.

4 credits

### NE 398 Independent Research

This course provides upper-division students (usually seniors) with the opportunity to participate in all aspects of an advanced research project. Such projects most often evolve out of work completed for another course. Students wishing to register for this course must first obtain the consent of the professor with whom they will work. A research proposal is usually required prior to acceptance into this course; thus, early planning is essential.

4 credits



Program in

## Peace and Justice Studies

**Director:** Cassidy

**Advisory Board:** Carter, S.J. (*Campus Ministry*); Chambers (*Biology*); Gardner (*Psychology*); L. Katz (*Business*); Keenan (*Philosophy*); Lakeland (*Religious Studies*); Umansky (*Judaic Studies*); Vendley (*Student Services*)

The Program in Peace and Justice Studies is an expression of the Jesuit educational commitment which is fundamentally identified with the promotion of the values of peace and justice. The program is based on the principle that true peace is not only the absence of hostilities, but also requires the establishment of a just social order providing a decent and dignified life for all. Accordingly, the minor provides the student with an opportunity for the systematic study of a variety of issues in world peace and social justice, as well as an examination of how different religions and philosophical traditions have thought about these values.

A minor in Peace and Justice requires a total of 15 credits, distributed as follows:

1. PO 115 Introduction to the Study of Peace and Justice.
2. Three electives from the University curriculum chosen in consultation with the Director of the minor.
3. The concluding seminar.

The introductory course and the concluding seminar will be team-taught by two faculty drawn from among a variety of academic disciplines. Students may select their own electives, with approval of the Director, from any relevant courses in the University curriculum. Examples of courses students have taken in fulfillment of the electives requirement are listed below. *This list is meant to be suggestive only; there are numerous other courses that may also serve as electives.* Consult with the Director.

BI 75	Ecology and Society
EC 260	Marxism and Catholic Social Thought
EN 290	Literature of the Holocaust
HI 288-9	Latin America
PH 288	Social and Political Philosophy
PJ 120*	Prophets of Nonviolence
PJ 123*	Praxis of Faith and the Transformation of Culture



PJ 125*	Homelessness: Causes and Consequences
PO 135	Peace and War in the Nuclear Age
RS 137	Christian Feminist Theology
RS 177	Nuclear Ethics
SO 161	American Class Structure
SO 162	Race, Gender, and Ethnic Relations
MG 355	The Business Firm in Contemporary Society

\*These three courses are not formally within a department in the University. They are specific to the minor and are summarized below. They are not required for the minor but are among those courses which students may choose as their electives. The other courses are described in the various department offerings in this catalog.

### **PO 115 Introduction to the Study of Peace and Justice**

The purpose of this course is to introduce the student to the concepts of peace and justice, the connections between them, and the relationship of these concepts to the idea of faith. The course will focus on case studies beginning with an analysis of the crisis of America's cities and finds the causes in deindustrialization and its resulting poverty. This poverty is then compared to the poverty in developing nations. In both cases poverty is viewed as the effect of unjust economic and social structures including exaggerated military budgets at home and the militarization of developing countries. A theoretical basis for the study of these fundamental problems in justice and peace is provided by examining them according to the principles of Marxism, Liberalism and Catholicism. Each of these traditions has its own perspective for understanding these problems and for responding to them. In this way the course provides both an awareness of the major problems in justice and peace as well as an understanding of the different ways to think about them. *3 credits*

### **PJ 120 Prophets of Nonviolence**

The goal of nonviolence is to return love for hate, ultimately overcoming evil with good. This course will introduce the student to the experience of nonviolence as expressed in the lives of Gandhi, Martin Luther King, Jr., Dorothy Day and Jean Vanier. Special attention will be given to the respective cultural and historical settings in which each individual lived. The student will also be faced with the implications of nonviolence for a life of faith committed to the struggle for peace and justice. *3 credits*

### **PJ 123 The Praxis of Faith and the Transformation of Culture**

This course is conceived as a response to the need in contemporary society for Christian faith to address culture on the basis of the gospel of Jesus of Nazareth. Implicit in this is the understanding that the Church and the gospel are themselves inculturated, that is, they do not stand outside the processes of culture, but carry specific embodiments of faith in cultural form. Thus, the meeting of faith and culture is an intercultural clash. In the course, faith will be defined as the praxis of the human journey to and with God. Christian faith is set within the horizon of the life of Jesus of Nazareth. Culture will be defined as those aspects of human consciousness, as well as the unconscious, and their embodiments in society that contain the various meanings we attribute to human life and the values we choose to live by. Culture is the matrix of political, economic and social structures of society. *3 credits*

### **PJ 125 Homelessness: Causes and Consequences**

In this seminar, students spend several hours each week in shelters, soup kitchens or day programs, learning first-hand about homelessness. In class, journals and short papers, students will reflect on their community-based learning experiences and integrate them with readings and theory. The causes and consequences of homelessness are discussed, and critically analyzed from a variety of perspectives, as are its effects on individuals, families and society. *3 credits*

### **PJ 398 Capstone Research Seminar**

This course is taken after the introductory course (PO 115) and three electives. The course provides an opportunity for the student to examine the connection between his or her major and the values of peace and justice. Each student undertakes a major research project representing a concept, issue or case study in the student's major and investigates the justice and peace dimension of the topic. The student makes oral and written presentations of the research project and discussion follows in the seminar. The course is very much student-driven. While faculty assist in the selection of topics and readings and join in the discussion, the course is designed to give students much of the responsibility for their learning. *3 credits*

## Department of Philosophy

**Professors:** Long, L. Newton, Tong

**Associate Professors:** DeWitt, Dykeman, Regan, S.J. (*Chair*)

**Assistant Professors:** Coleman, Gordon, Keenan, Naser, Wolfsdorf

Philosophy is a quest for truth, for ultimate values. The objective of our program, then, is to develop in the student a philosophic habit of mind by which he or she seeks to discover these values. We feel that the quest and the values are interdependent; the mind feeds on value, but values do not submit themselves except through critical evaluation of one's experience. Although there is no one prescribed methodology by which this critical attitude is developed, the emphasis in our program is placed on a blend of the thematic and the historical. Only in the light of their evolution and cultural context can values be thoroughly understood.

Philosophy is delimited and defined today by three major schools: analytic philosophy, existentialism and phenomenology, and speculative or traditional philosophy. Each tradition is represented in Fairfield University's philosophy program. This variety of perspectives gives a broad outlook to the student. The rigor of the program develops confidence and skill within the student.

To further these aims, the Department publishes the *Fairfield Philosophy Journal*, each issue of which consists of student papers selected by a committee of the Department's faculty. In honor of the late Rev. J. Dennis Crowley, S.J., an award is presented annually for the best student essay. In recognition of the highest scholastic average in Philosophy attained by a Philosophy major, the department award the Carl J. Levantino Memorial Prize. Also, the Department annually sponsors a series of lectures and regularly hosts both national and international philosophy society conferences.

### **The Core Program in Philosophy**

It is the judgment of the Department that the best introduction to philosophy for the undergraduate is a study of the three major periods of Western thought — namely, the classical, the medieval, and the modern. Reflected here, moreover, is a division that is more than chronological; the courses represent markedly different

approaches to the philosophic enterprise, each of which demands detailed and careful treatment. An acquaintance with dominant themes of each of these periods is felt to be fundamental for advanced study in any field and for a liberal education in general. Such a program, finally, accords with the special identity of Fairfield University, its tradition and values.

Each student takes two semesters of philosophy. The first course is PH 10 — Introduction to Philosophy; the second course is selected from one of the Modern Philosophy options numbered from PH 150 to 161.

If a student decides to take his or her third course in philosophy, any course numbered from PH 200 up may be selected.

### **Course Requirements for Philosophy Majors**

1. Two history of philosophy courses — ancient-medieval, modern-contemporary.
2. Two courses, each an intensive study of a major philosopher such as Plato, Aristotle, Augustine, Kant, Aquinas, Nietzsche, etc. In these courses, special emphasis will be placed on the use of primary sources.
3. A course considering the elements of traditional and modern logic.
4. Any other five courses. (Note: Courses in Applied Ethics (AE) can be used to satisfy this requirement.)

Thus a Philosophy 10 course, at least one philosophy course numbered 150 to 161, a logic course, two major figure courses and five courses numbered 200 and above, for a total of 30 credit hours are required for a major in philosophy.

### **Course Requirements for Philosophy Minors**

1. Two history of philosophy courses — ancient-medieval, modern-contemporary.
2. Three courses in philosophy or Applied Ethics chosen with guidance and some concentration, e.g. art, politics, history, ethics, etc.

Thus Philosophy 10, one philosophy course numbered from 150 to 161, and three additional courses from philosophy and/or applied ethics, for a total of 15 credit hours are required for a minor in philosophy.

### **PH 10 Introduction to Philosophy: Ancient and Medieval**

The aim of this course is to introduce the student to great philosophers of the classical and medieval periods, and through them to the discipline of philosophy in general. *3 credits*

## Modern Options

All courses numbered 150-161 require PH 10 as a prerequisite.

### PH 150 Modern Philosophy

This course serves to introduce the student to the philosophy and methods of philosophers from the 17th century to the present through a study of the writings of such philosophers as Bacon, Descartes, Hobbes, Hume, Kant, Tocqueville, Nietzsche, and James. The readings focus on issues in methodology, epistemology, metaphysics, and politics. *3 credits*

### PH 151 Nature and Mind in Modern Philosophy

This course deals with the subject of nature and its relation to human knowledge and purposes, first through a detailed study of Francis Bacon's and Rene Descartes's philosophies, then through a series of selected readings from rationalist and empiricist philosophers from the 17th century to the present. *3 credits*

### PH 153 Existentialism and its Modern Background

This course explores the basic themes and ideas of existentialism by relating them to their background in European culture and philosophy. Special attention is given to the thoughts of Descartes, Pascal, Kant, Hegel, Kierkegaard, Nietzsche, Heidegger, and Sartre. *3 credits*

### PH 155 Philosophy of Science

A survey of the philosophic background against which contemporary discussions of philosophy of science must inevitably take place with emphasis on contemporary discussions of both natural and social science. Special attention is given to the "contextuality" of scientific knowledge. *3 credits*

### PH 156 Ethical Theory

The course offers a general discussion of the nature of ethics or "moral philosophy" and a comparative study of the various schools of ethical theory. The course considers such themes as freedom, conscience, the nature of the good, and responsibility. *3 credits*

### PH 157 Descartes, Pascal, and Hume: Three Philosophical Enemies

This course considers why Descartes is called "The Father of Modern Philosophy," the grounds on which Pascal repudiates Descartes's philosophy, and Hume's simultaneous hostility and indebtedness to Descartes. *3 credits*

### PH 161 Revolution and Reaction in the 17th Century

An examination of two powerful modern thinkers, Bacon and Descartes, who both argue for scientific inquiry as the instrument of human salvation; and an examination of Pascal's warnings that a salvation so come by condemns people to illusion. *3 credits*

## Electives

All courses numbered 200-299 require PH 10 and a 100-level philosophy course as prerequisites.

### PH 203 Logic

This course is designed to provide a basic acquaintance with prevailing systems and methods of logic, notably traditional (Aristotelian) and modern (standard mathematical) logics. *3 credits*

### PH 206 20th Century Philosophy

This course presents a coherent picture of the main currents of contemporary philosophy in both the Western and the non-Western tradition: Phenomenology and Existentialism, Pragmatism and Analytic Philosophy, Marxism and Dialectic Materialism, and Philosophy of History and Culture. *3 credits*

### PH 207 Aesthetics

A study of aesthetic experience and an examination of concepts like imitation, expression, and psychic distance; a consideration of the relationships among the various arts, and an exploration of the role of art in life. *3 credits*

### PH 209 Augustine and the Augustinian Tradition

This course takes as its focus the rich and enduring philosophical synthesis of the bishop of Hippo as compared and/or contrasted with a later philosopher who was subject to his influence. Included could be such figures as Bonaventure, Aquinas, Descartes, Pascal, and Camus. *3 credits*

### PH 211 Epistemology

What is the difference between knowledge and mere belief or opinion? What do we really know, and how do we know it? Epistemology—the study of knowledge—is the branch of philosophy concerned with such questions. The course explores epistemological issues through an examination of some of the important contributions to the field. *3 credits*

### PH 212 Political Philosophy: Plato to Machiavelli

This course considers the evolution of political thinking from the Golden Age of Athenian democracy to the dawn of the modern period. It takes as its focus the changing views of the body politic from Plato through Augustine, Thomas Aquinas and Marsilius, to Renaissance thinkers like Moore and Machiavelli. *3 credits*

### PH 213 Neoplatonism

This course examines the rich and influential Platonic tradition from Plotinus, Augustine, and Boethius, through its medieval representatives, to the reestablishment of the Academy in the Renaissance. *3 credits*

### PH 214 The Problem of God

This course studies the problem of the existence of God, including the metaphysical and epistemological issues entailed therein, as developed by such thinkers as Augustine, Anselm, Aquinas, Descartes, Kant, Kierkegaard, and James. *3 credits*



**PH 215 Metaphysics**

This course concerns itself with being as being and our knowledge of being; its aim is to develop in the student's mind an operative habit of viewing reality in its ultimate context.

3 credits

**PH 217 Mysticism and Western Philosophy**

This course studies and compares the sometimes conflicting, sometimes complementary traditions in the history of Western thought: the intellectual and the affective or mystical. The one stresses the ability of the reason to know, even something of the divine; the other abandons the reason for the "one thing necessary." Among the philosophers to be read are Plotinus, Augustine, PseudoDionysius, Bernard, Bonaventure, Thomas d'Aquino, Eckhart, and Dante.

3 credits

**PH 218 History of Medieval Philosophy**

This course offers a review of the development of philosophy in the Latin West, including the Arab and Jewish traditions, from Augustine to Francis Suarez. The most significant thinkers of this period are examined textually.

3 credits

**PH 219 Aquinas**

This course focuses its attention on Aquinas' *Summa Contra Gentiles*, a work at once more philosophical and more personal than the later and better known *Summa Theologiae*. The SCG exemplifies the Christian intellectual reaction to Arabian Aristotelianism and at the same time bears witness to Thomas' belief in the unity of truth. Such questions as the existence and attributes of God, the nature and powers of the human composite, immortality, the human act, good and evil, man's felicity, providence and freedom, natural law, and the virtues are examined and analyzed.

3 credits

**PH 220 Francis Bacon**

A study of Francis Bacon's philosophy — a philosophy concerned in the main with nature and with the natural sciences as the chief human means of coming to grips with nature — and an inquiry as to how far modern science has progressed in putting Bacon's philosophy into operation.

3 credits

**PH 225 The Question of Religion**

Nineteenth and twentieth-century continental philosophy calls into question the traditional understanding of religion, God, transcendence, incarnation, sacrifice, responsibility, evil, and ritual. This course explores the transformation of the traditional understanding of these ideas in the wake of thinkers such as Hegel, Kierkegaard, Nietzsche, Heidegger, Bataille, Lacan, Levinas, Girard, Nancy, Derrida, and Marion.

3 credits

**PH 230 Sartre and Heidegger**

A critical examination of Sartre's "Being and Nothingness" and Heidegger's "Sein and Zeit." Such existential notions as "freedom, bad faith, nothingness, facticity" are examined.

3 credits

**PH 231 Hume**

The main goal of this course is to come to an in-depth understanding of the philosophy of David Hume. Hume is one of the most interesting (and influential) of the 18th century philosophers, making major contributions to our understanding of causation, morality, and the mind, to name just a few. Hume began with principles that seem quite plausible, but taking these ideas to their logical conclusions, he arrives at a philosophy that is, to say the least, surprising.

3 credits

**PH 232 Nietzsche and Kierkegaard**

This course concentrates on the major writings and central insights of the two thinkers. It attempts, also, to determine and evaluate their contributions to the development of contemporary existentialism and to current radical thinking about God and morality.

3 credits

**PH 233 Introduction to Oriental Philosophy**

A coherently developed account of the salient features of the two philosophical traditions of China and India as contrasted with each other and with the Western tradition.

3 credits

**PH 235 Immanuel Kant**

An inquiry into the major metaphysical, epistemological and ethical themes developed by this revolutionary and important German philosopher. The course includes a survey of the influences of Kant and his influence on subsequent philosophy.

3 credits

**PH 236 Plato**

This course is concerned with central ontological and epistemological themes in selected early, middle, and late Platonic dialogues. Particular attention is given to Plato's inclination to identify virtue with knowledge.

3 credits

**PH 237 Aristotle**

An introduction to Aristotle through a selection of his works. An exploration of their relation to other works, their place in the scheme of the sciences, and a thorough investigation of their subject matter.

3 credits

**PH 250 Philosophy of Mind**

The main goal of this course is to acquaint the student with the most recent philosophical theories on the workings of the mind. Although the emphasis is on philosophical theories of the mind, we also pay close attention to the philosophical implications of recent research in sciences such as psychology and neuroscience. It is an exciting topic; join us on this quest to address the delphic dictum: Know Thyself!

3 credits

**PH 264 Philosophical Theories of Pleasure and Pain**

The goal of this course is to acquaint the student with the great variety of philosophical attempts to make definitive statements about the roles of pleasure and pain in human experience. Readings are drawn from the works of philosophical authors both ancient and modern, and as well from the works of certain modern short story writers.

3 credits

**PH 280 Heidegger**

This course explores the work of Martin Heidegger (1889-1976), one of the most influential philosophers of the twentieth century. The course primarily takes the form of a close reading of *Being and Time* (1927) and *The Origin of the Work of Art* (1936). The hinge around which the course turns is Derrida's reading of Heidegger's existential analysis of death. *3 credits*

**PH 281 Phenomenology**

Many basic problems arise because we lack a clear view of our own experience. Phenomenology attempts to give us unimpeded access to our intellectual presuppositions. This course includes a general survey of the foundations and prospects of phenomenology as a discipline. It focuses on the phenomenology of perception as taught by Maurice Merleau-Ponty and the phenomenology of the emotions and of the moral life as taught by Max Scheler. *3 credits*

**PH 283 Ethical Theories in America**

This course is a study of the growth and development of ethical theory in America. America's first philosophers, Jonathan Edwards, Benjamin Franklin, Thomas Jefferson et al, distinguished their philosophies in terms of religious, political, and social values. This ethical stance became a tradition in America. This tradition is examined in the writings of representative American philosophers. *3 credits*

**PH 285 Philosophy of Literature**

An examination of the philosophy "of" literature (the general nature of poetry and prose) and philosophy "in" literature (specific works that harbor philosophical ideas). *3 credits*

**PH 286 Philosophy and Tragedy**

This course explores various works on tragedy (by, for example, Plato, Aristotle, Hegel, Kierkegaard, Nietzsche, Freud, Heidegger, Lacan, Derrida, and Irigaray), which are read alongside various tragedies (such as Sophocles' *Oedipus the King* and *Antigone*, and Shakespeare's *Hamlet*). *3 credits*

**PH 287 Philosophy of Religion**

This course involves an inquiry into the nature of religion in general from the philosophical point of view; that is, it employs the tools of critical analysis and evaluation without a predisposition to defend or reject the claims of any particular religion. *3 credits*

**PH 288 Social and Political Philosophy**

An analysis of the writings of leading social and political thinkers, with special consideration of the movements of protest and dissent. *3 credits*

**PH 289 Philosophy of Law**

An examination of the major questions of legal philosophy, the nature of legal rights and legal duties, the definition of law, and the grounds of legal authority. *3 credits*

**PH 291 Field Being**

The emergence of the field concept of being and its closely allied "non-substantialistic turn" is the one common thread running through the whole spectrum of twentieth century thought. This course is an attempt to explore the multi-dimensional character of this exciting intellectual phenomenon from a global physiological perspective, through an in-depth articulation of the basic concepts of field-being thinking and its applications in contemporary science and philosophy. *3 credits*

**PH 293 The Concept of Human Rights**

Bosnia, Somalia, Guatemala, the Holocaust — the notion of human rights and accusations of human rights violations are a constant presence both in our political environment and in the formulation of U.S. foreign policy. This course follows the emergence of this concept from the political and ethical thought of the Greeks, to the Enlightenment, to the explicit formulation of "human rights" in the twentieth century as a guiding principle of international relations. *3 credits*

**PH 294 American Philosophy**

The origin and development of the American philosophical tradition and its culmination in Pragmatism. The relation of philosophical ideas in America to literature, religion, and politics. Major emphasis is given to the writings of Jonathan Edwards, Ralph Waldo Emerson, Charles Sanders Peirce, William James, and John Dewey. *3 credits*

**PH 295 19th Century Philosophy**

This course is a study of the representative philosophers of the 19th century — notably Kant, Fichte, Schelling, Hegel, Schleiermacher, Schopenhauer, Nietzsche, Kierkegaard, and Marx. *3 credits*

**PH 297 Evil**

This course explores the problem of evil from the perspectives of theology and philosophy. The course considers God and evil, classical theodicies (reasonable justifications of God before the prevalence of evil), modern philosophical accounts of evil, social evil, and the possibility of belief in the face of evil. Within the context of these subjects, the course addresses the following questions: What is evil? What are the roots of evil? What effect does one's understanding of evil have on one's understanding of the human being, of God, and of religion? What is our responsibility in the face of evil? *3 credits*

**PH 298 Senior Essay**

Philosophy major seniors may opt for a senior essay rather than take a particular three-credit course. *3 credits*

## Applied Ethics Courses

(See descriptions under *Applied Ethics*)

AE 281	Ethics of Communication
AE 282	Ethics and the Computer
AE 283	Environmental Justice
AE 284	Environmental Ethics
AE 285	Ethics of Health Care
AE 286	Ethics of Research and Technology
AE 289	Health Care Policy
AE 290	Ethics in America: The Telecourse
AE 291	Business Ethics
AE 293	Ethics of War and Peace
AE 294	Organizational Ethics: Media, Politics, and the Corporation
AE 295	Ethics in Law and Society
AE 296	Ethics in Government
AE 297	Ecofeminism
AE 298	Ethics and Feminist Perspectives
AE 391	Seminar in Business Law, Regulation, and Ethics (capstone seminar)
AE 393	Seminar in War, Peace, and Public Policy
AE 395	Seminar in Legal Ethics
AE 396	Seminar in Ethics and Government
AE 397	Seminar in Bioethics I: Life and Death
AE 398	Seminar in Bioethics II: Professional Responsibility
AE 399	Special Topics in Applied Ethics

Department of

## Physics

**Professors:** Beal (*Chair*), Hadjimichael, Haegel, Winn, Zabinski

**Associate Professors:** V. Newton

The Department of Physics offers programs in physics and in engineering.

The science of physics is concerned principally with the physical laws that determine the nature and interactions of matter and energy and underlie all physical phenomena. It is the fundamental science for most branches of engineering and technology and has innumerable applications in medicine, industry, and everyday life.

The educational objectives of the Department of Physics are: (1) to prepare the student for entrance into and successful completion of a graduate education in physics or related fields; (2) to prepare the student for entrance into the technological as well as non-technical work force.

In order to accomplish these objectives: physics and engineering students are guided to an understanding of physical laws and their applications; students are trained to think logically and develop their problem-solving ability; they will develop experimental skills and become knowledgeable in the use of instrumentation; and they will be instructed in advanced mathematics and in the use of computers and microprocessors.

Physics and engineering students automatically earn a minor in mathematics. The more applied component of the physics curriculum focuses on laser technology, digital electronics, electro-optics, and materials science. Students learn the fundamental physical processes that constitute the basis of modern technology. As a result, physics graduates can either pursue graduate studies leading to M.S. and Ph.D. degrees in any subfield of physics, or follow industrial careers in research and development in corporate or industrial environments, or professional careers in such fields as health physics, computer science, medicine, biostatistics, architecture, patent/high-tech law, science teaching, and others.

The program in engineering is described on page 76 of this catalog.



## Bachelor of Science

### Major in Physics

	Credits	
	Fall	Spring
<b>First Year</b>		
General Physics (PS 15-16)	3	3
Physics Laboratory	1	1
Calculus I, II (MA 25-26)	3	3
English (EN 11-12)	3	3
Foreign Language	3	3
Arts	3	
Social Science		3
<b>Sophomore Year</b>		
Modern Physics (PS 285)	3	
Theoretical Mechanics (PS 226)		3
Digital Electronics (PS 211)		
OR		
Analog Systems (PS 212)		4
Calculus III, IV (MA 227-228)	3	3
Chemistry (CH 11-12 or CH 17-18)	4	4
Computer Programming	3	
Philosophy (PH 10) —		
Religious Studies (RS 10)	3	3
<b>Junior Year</b>		
Electricity and Magnetism I (PS 271)	3	
Electricity and Magnetism II (PS 371)		3
Optics (PS 222)	3	
Optics & Laser Laboratory (PS 203)	1	
Special Topics (PS 390)		3
Modern Experimental		
Physics Laboratory (PS 204)		1
Ordinary Differential Equations (MA 321)	3	
Special Functions (MA 322)		3
English — Philosophy	3	3
History (HI 30) and one intermediate-level course	3	3
<b>Senior Year</b>		
Thermodynamics (PS 241)	3	
Quantum Physics (PS 386)	4	
Nuclear Physics (PS 388)		3
Independent Study (PS 391-392)	arr.	arr.
Modern Experimental		
Physics Laboratory (PS 205)	1	
Religious Studies — Philosophy	3	3
Arts Elective	3	
Social Science Elective		3
Electives	3	3

### Minor in Physics

Students who major in an area other than Physics can earn a minor in Physics by completing the following minimum requirements.

1. Introductory Physics with lab (PS 15-16 or PS 83-84)
2. Three one-semester courses chosen among the 200 and 300 Physics courses, with Chairman's approval.
3. Two semesters of Laboratory courses chosen among PS 203-206, with the Chairman's approval.

### PS 15 General Physics I

This is an introductory physics course covering mechanics and heat for students whose field of concentration will be physics, mathematics, chemistry or engineering. Rigorous mathematical derivations are used. Velocity and acceleration, Newton's Laws of Motion, work, energy, power, momentum, torque, vibratory motion, elastic properties of solids, fluids at rest and in motion, properties of gases, measurement and transfer of heat, and elementary thermodynamics will be studied.

3 credits

### PS 15L Laboratory for General Physics I

This laboratory course engages the students in experimental measurements spanning the areas of mechanics and thermal stresses on matter. Its objectives are to train students in experimental measurements, data manipulation and analysis, error analysis, deductive thinking, and instrumentation. It provides depth in the students' understanding of the phenomena taught in General Physics I. Specific experimental measurements include accelerated motion, periodic motion, the gravitational force, ballistics, conservation of energy and momentum and rotational dynamics; also, measurements of the coefficient of linear expansion and the heat of fusion. A weekly report is required.

1 credit

### PS 16 General Physics II

This course is a continuation of PS 15, covering electricity and magnetism, and light and sound. Magnetism and electricity, simple electric circuits, electrical instruments, generators and motors, characteristics of wave motion, light and illumination, reflection, refraction, interference, and polarization of light, color, and the spectrum, and production and detection of sound waves will be studied.

3 credits

### PS 16L Laboratory for General Physics II

This laboratory is designed to allow students a greater understanding of electromagnetic phenomena, wave phenomena, and optics, in support of General Physics II. Measurements of microscopic quantities, like the charge and mass of the electron, give the students an opportunity to explore the structure of matter. Other experiments involve the physics of electrical currents, electric properties of bulk matter, magnetic fields and their effect on beams, wave phenomena, the nature of light and its interaction with optical materials. In terms of experimental skills, this course shares the same objectives as PS 15L, i.e., measurement techniques, data and error analysis and instrumentation. A weekly report is required.

1 credit

**PS 70 Computers Today\*\***

This course provides a general introduction to computers for the non-science major. The course emphasizes use of the Internet. Students learn to author their own home pages and to use the Internet as a research tool. In addition, the course introduces the student to Microsoft Office and computer programming in QBasic through a hands-on approach; classes meet in the computer lab. Other topics covered include: history of computers, hardware and software, data processing, computers in education, industry, business and health care, and the social implications of computers. *3 credits*

**PS 71 Physics of Light and Color**

This course is intended for students who are not majoring in the physical sciences. The particle-wave duality of light will be covered as will the relationship of light to other electromagnetic waves. Other topics discussed include polarization, vision, color and the perception of color, optical phenomena in nature, and in biological systems, color and light in art, simple optical instruments, sources of light and their spectra, lasers, and holography. *3 credits*

**PS 73 Man and Technology**

Major concepts of modern information science are considered with emphasis on the man-technology interaction. These concepts include modeling and decision making in such areas as energy, population, pollution, transportation, and computers. *3 credits*

**PS 76 Physics of Sound and Music**

The physical principles in the production of sound are examined with emphasis on sound produced by musical instruments. This includes the nature of wave motion as produced by vibrating strings and organ pipes, as well as harmonic content, musical scales and intervals, and the mechanism of the hearing process. Applications are made to the construction and characteristics of musical instruments, and to the design of auditoriums and concert halls. *3 credits*

**PS 77 The Science and Technology of  
War and Peace — The Way Things Work**

A critical discussion and descriptive exposition of the swords and plowshares dilemma, of what we mean when we say that science and technology have been used both to build up and tear down civilization, and of the forces of civilization driving and being driven by the dual nature of our technological heritage. The course will cover from the first lever and club through laser surgery and star-wars lasers, taking both an historical approach and a thematic approach where appropriate. An emphasis will be placed on describing in the simplest terms the way important real devices work (TV, telephones, lasers, gas turbines, thermo-nuclear weapons, etc.) their illustration of and limitations from scientific principles at a qualitative level (mathematics: high school algebra or less), "the technical future" from a past, present and "future" perspective: What we can, could, didn't, might and cannot do. Illustrations of the moral and ethical implications of science will be discussed where appropriate. *3 credits*

**PS 78 The Nature of the Universe**

This course, intended for non-science majors, reviews the scientific field of cosmology or the nature of the physical universe from a historical perspective. Beginning with the ancients, the course traces the development of cosmological principles through the Greek and Egyptian era of Aristotle, C. Ptolemy and others; the 16th and 17th centuries of Copernicus, Galileo and Newton; and the cosmology of the 20th century based upon Einstein's theories of relativity coupled with several fundamental observations. This leads to an examination of the current model of the universe, which is based upon the Big Bang. *3 credits*

**PS 83 General Physics for the  
Life and Health Sciences I**

This course covers mechanics, heat and thermodynamics, wave motion and sound; the fundamentals of each area are treated rigorously. Topics include velocity and acceleration. Newton's Laws of Motion, work, energy, power, momentum, torque, vibratory motion, and elastic properties of solids and properties of gases, transfer of heat, and elementary thermodynamics. *3 credits*

**PS 83L Laboratory for General Physics  
for the Health and Life Sciences I**

Same as PS 15L. *1 credit*

**PS 84 General Physics for the  
Life and Health Sciences II**

A continuation of PS 83, this course covers light, electricity and magnetism — a study of the nature of light, reflection, refraction, diffraction, and polarization; electrostatics, DC circuits, magnetic forces, electromagnetic induction, AC circuits, electrical instruments, generators and motors. *3 credits*

**PS 84L Laboratory for General Physics  
for the Health and Life Sciences II**

Same as PS 16L. *1 credit*

**PS 87 Fundamentals of Astronomy**

This one-semester course introduces the student who is not majoring in science to the principal areas, traditional and contemporary, of astronomy. The traditional topics to be studied will be: an historical background to astronomy, telescopes, the sun, the moon, the major and minor planets, comets, and meteors. After these subjects have been discussed in detail, the areas appropriate to modern astronomy will be discussed. These topics will include: the composition and evolution of stars, star clusters, quasars, pulsars, black holes, and cosmological models. *3 credits*

*\*\* This course does not satisfy core requirements in natural science for School of Business students.*

**PS 92 History and the Cultural and Social Impact of Science**

The objectives of this course are (a) to trace the historical development of science and induce an appreciation of universal natural laws, (b) to investigate the scientific influence on the development of culture and society, (c) to take a critical view of the culture and social institutions of today and examine to what extent science is responsible for their ills or virtues, and (d) to determine if it is possible that a concerted action on the part of the scientific enterprise can truly improve the human condition. The first part of the course focuses on culture, the second on social institutions.

*3 credits***PS 93 Energy and Environment**

This course is designed to introduce students not majoring in the natural sciences to topics relating to work, energy, and power. Many of the environmental consequences resulting from our use of energy will be explored. The finite nature of our fossil fuels will be examined, as well as many of the alternatives to energy resources, including solar energy, wind, tidal, and geothermal energy, nuclear fission, and nuclear fusion. Mathematical prerequisites are limited to arithmetic and simple algebra.

*3 credits***PS 95 Meteorology**

The course introduces the science of meteorology to the student who has little formal training in physics and mathematics. It includes a study of the composition and structure of the earth's atmosphere; the scientific instruments which measure atmospheric changes; and the forces which produce winds and storms. Applications are made to weather forecasting, to the economic impact of weather, and to the modification of weather and climate.

*3 credits***PS 203 Laboratory in Optics and Lasers**

This is a course in classical optical experimental methods, with experiments in geometrical optics, optical instruments, optical materials, velocity of light, interference, Fraunhofer and Fresnel diffraction, Michelson and Fabry-Perot interferometers, polarization; it also includes an introduction to spectroscopy, fiber optics and lasers.

*1 credit***PS 204 Laboratory in Modern Experimental Methods I**

PS 204 and PS 205 each offer laboratory experience in modern experimental methods and techniques. They each involve laboratory investigation of fundamental concepts in modern physics including: atomic, nuclear, solid-state, X-ray, acoustic, superconductivity and quantum physics. Laboratory procedures are designed to emphasize hands-on work with basic experimental equipment such as: vacuum systems, power supplies, electronics and instrumentation, detectors, diagnostic techniques, computer interfaces, data acquisition and control hardware and software, etc. These two laboratory courses are designed to give the student the maximum amount of opportunity to work on his/her own with minimum supervision.

*1 credit***PS 205 Laboratory in Modern Experimental Methods II**

See Catalog description for PS 204.

*1 credit***PS 206 Laboratory in Advanced Optics and Optical Communications**

This laboratory course offers experiments in Fourier Optics, holography, fiber optics systems, optical modulation and detection, noisy signal analysis, and topics in quantum optics and coherence, including pulsed and CW lasers, optical cavities, quantum optics and optical scattering (Rayleigh, Raman). Computational simulation of optical systems will be employed in some experiments. Students are encouraged to propose and carry out individual projects in advanced optics with the advice and consent of the instructor.

*1 credit***PS 211 Digital Electronics and Microprocessors**  
(cross-listed under Engineering as EG 211)

This is a lecture and laboratory course where students will be trained in the practical aspects of digital electronics, beginning with simple transistor circuits and advancing to the design and development of microprocessor circuits. The following topics are presented: number systems (decimal, binary, octal, hexadecimal, BCD); Boolean algebra; integrated circuits versus discrete components; logic gates; AND/OR/NAND/NOR/XOR circuits; flip-flops; multiplexers and decoders; counters; registers; memory devices; arithmetic and logic units; analog/digital and digital/analog conversion techniques. Students will also utilize laboratory equipment such as "bread-boarding" equipment, pulsers, oscilloscopes, and logic probes.

*4 credits***PS 212 Circuit Analysis and Analog Systems**  
(cross-listed under Engineering as EG 212)

This is a lecture and laboratory course where students will be introduced to the theory and practice of basic electronics and linear/analog circuitry. Topics covered include: Kirchhoff's laws and applications; concepts of capacitive and inductive reactance; impedance calculation using vector and complex notation; DC, AC, and transient circuit behavior; operation of basic solid state devices (diodes, junction transistors, FET's, SCR's); operational amplifiers; active and passive filters; feedback techniques; and frequency dependent effects. The students also work with the basic laboratory test equipment such as the digital volt-ohm-amp meter, function generator, oscilloscope, and counter/timer.

*4 credits***PS 220 Pollution in the Environment**  
(cross-listed under Chemistry as CH 220)

This lecture/laboratory course will introduce students to a range of physical and chemical techniques used to monitor and assess the sources, level and flux of pollutants in the environment. The course will consider: the specific pollution sources, pathways by which pollutants travel through the ecosystem, the deleterious effects of pollution, and approaches to pollution prevention and remediation. The lectures will present a review of the relevant physical and chemical processes whereby pollutants enter and effect the ecosystem. The laboratory component will give students hands-on experience in environ-



mental sample collection, analysis and data interpretation and will feature the use of sophisticated analytical instrumentation. Prerequisites: CH 11-12. *4 credits*

### **PS 222 Modern Optics and Wave Phenomena**

An introduction to wave phenomena and particular application to light and optics. Periodic motion, superposition, forced and damped vibrations, boundaries, dispersion, Fourier analysis and examples of wave motion in mechanics, electricity, sound and fluids. The nature and properties of light; geometrical optics; prisms, mirrors, lenses, optical instruments, optical fibers and waveguides; physical optics: interference, diffraction, polarization and spectra; coherence, lasers and quantum optics. *3 credits*

### **PS 226 Theoretical Mechanics**

Fundamental ideas of classical mechanics; elementary dynamics; gravitational forces and potentials; free and forced harmonic oscillations; central fields and the motions of planets and satellites. Lagrange's equations, small oscillations, and normal modes. *3 credits*

### **PS 241 Thermodynamics**

Temperature scales and thermodynamic systems; Carnot cycle; absolute temperature; entropy. The laws of thermodynamics; chemical, electric, and magnetic systems; kinetic theory of ideal gases; distribution of molecular velocities; the Maxwell-Boltzmann statistics; applications of the Boltzmann statistics; quantum statistics. *3 credits*

### **PS 271 Electricity and Magnetism I**

This lecture course covers the foundations of electric and magnetic phenomena. Topics covered include: electrostatics and the concepts of the electric field, flux and potential; Coulomb's law and Gauss's law and their applications; vector and scalar fields and vector operators; electric energy of systems of charges; dipole fields and Laplace's equation; moving charges and currents; Ampere's law, and magnetic fields and forces. *3 credits*

### **PS 285 Modern Physics**

Fundamentals of atomic and molecular structure; photoelectric effect; special relativity; black body radiation, Bohr Theory; optical spectra; Compton Effect and x-rays; introduction to quantum mechanics. *3 credits*

### **PS 288 Biomedical Physics and Technology**

This course is designed to introduce the student to the physical principles that operate in normal and abnormal states of the human body and to the study of the instrumentation used for diagnostic and therapeutic purposes. The principles of operation of a large array of biomedical instrumentation and the utilization of data collected by these devices is studied in detail. *3 credits*

### **PS 371 Electricity and Magnetism II**

This lecture course is a continuation of PS 271 and covers additional topics in electric and magnetic phenomena. Topics covered include: Farady's Laws and induced electromotive force; electric and magnetic fields in matter; methods of solving boundary value problems; Maxwell's equations in integral and differential form; electromagnetic radiation and wave propagation; and Einstein's Special Theory of Relativity for electrodynamics. (Prerequisite: PS 271, Electricity and Magnetism I). *3 credits*

### **PS 386 Quantum Physics**

This course is designed to introduce the student to the physical concepts and mathematical formulations of nonrelativistic quantum mechanics. Topics will include: the Schrodinger wave equation, Fourier techniques and expectation values, operator formalism, angular momentum, central forces, matrix representations, and approximation methods. (Prerequisites: classical mechanics, modern physics, advanced calculus and differential equations.) *4 credits*

### **PS 388 Elementary Particles and Nuclear Physics**

This course begins with a review of elementary particles, their properties and classification and their nuclear and electromagnetic interactions. It proceeds with the study of bound nuclear systems, conditions for nuclear stability, and radioactive decay modes. Finally, particle accelerators and other nuclear experimental facilities are examined. Prerequisite: PS 386. *3 credits*

### **PS 390 Special Topics**

The content of this course is selected among the following areas: condensed matter physics, numerical analysis and computational physics, wave phenomena and quantum phenomena. Condensed matter topics include mechanical, thermal and electric properties of matter; magnetism, superconductivity, and magnetic resonance. Topics in numerical analysis and computational physics include solutions of differential equations, boundary value and Eigenvalue problems, special functions and Gaussian quadrature, and matrix operations. Finally wave phenomena include electric and mechanical oscillators, coupled oscillators, transverse and longitudinal waves, waves on transmission lines and electromagnetic waves. The quantum phenomena part includes advanced topics in quantum mechanics with applications in the structure of nuclei, atoms, molecules, metals, crystal lattices, semiconductors and superconductors. *3 credits*

### **PS 391-392 Theoretical/Experimental Independent Study**

This course provides an opportunity for intensive investigation, experimental or theoretical, of selected topics at an advanced level under the guidance of a faculty member. Participation in this course is required of all seniors. *Credit by arrangement*

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Department of  
**Politics**


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**Professors:** Cassidy, Dew, A. Katz, Orman

**Associate Professors:** Greenberg (*Chair*), Kahn, Patton, Weeks

The Department of Politics has attempted to develop a balanced and diversified curriculum which covers the major subfields of the discipline. While very much aware of the perennial questions of government and society which puzzled political philosophers such as Aristotle and Plato, the Department is concerned that its students be well-versed in the affairs and contending theories of the contemporary world. It is also committed to the development of rigorous analytical skills, the arts of communication (both spoken and written), and experiential learning. Professors are closely involved with the programs in applied ethics, international relations, Asian studies, peace and justice, and Latin American and Caribbean Studies. Thus, while it is designed to provide a broad liberal education, the politics curriculum is also appropriate for a large number of career orientations, especially law, government, the media, teaching, and business.

### Major in Politics

A student is required to take 30 credits (10 courses) for the Major. This includes the three introductory courses (PO 11, PO 12 and PO 14), two intermediate (100- or 200-level) courses from the subfield of American Politics, two intermediate courses from the subfield of Political Theory, and two intermediate courses from the subfield of Comparative Politics and/or the subfield of International Relations. The remaining course is a Politics elective that can be selected from any of the four subfields or taken in the form of an internship or senior independent research project.

### Minor in Politics

A student is required to take 18 credits (6 courses) for the Minor. This includes the three introductory courses (PO 11, PO 12 and PO 14). The remaining three Politics "electives" may be taken in any of the intermediate courses as well as internships or independent study offered by the department.

## Introductory – Level Courses

### PO 11 Introduction to American Politics

An examination of the American political system and the American political culture; consideration of the major political institutions in relation to policy perspectives; an examination of the ability of the political system to deal with societal problems; analysis of proposals for reform of the political system.

3 credits

### PO 12 Introduction to Comparative Politics

This course surveys selected industrialized and non-industrialized nations. It seeks to explore the relationship between cultural and socio-economic conditions and political behavior, while illustrating some of the basic concepts and methods of comparative political analysis.

3 credits

### PO 14 Introduction to Political Theory

This course is designed to introduce students to the field of Western political theory. It analyzes the liberal political theories of Thomas Hobbes, John Locke and J.S. Mill and compares and contrasts them to a variety of communitarian, socialist and anarchist political theories.

3 credits

## Intermediate – Level Courses

### Political Theory

#### PO 111 Western Political Thought I: Ancient and Medieval

This course focuses on the ancient and medieval traditions in Western political theory. First, we situate the political theories of theorists such as Thucydides, Plato, and Aristotle in the historical context of ancient Athens and assess their contemporary relevance as theories of the good political order. We then examine the Christian recuperation of these ancient thinkers, focusing on the contributions of theorists such as Augustine and Aquinas to this conversation about the nature of political life. We finish with a consideration of Machiavelli's political thought and the transition to modern political theory.

3 credits

#### PO 112 Western Political Thought II: Modern

This course focuses on the modern tradition of Western political theory. We carefully examine the work of four thinkers, including theorists such as Karl Marx, Max Weber, Friedrich Nietzsche, and Michel Foucault. Each of these theorists presents a critical assessment of the nature and value of modern society's cherished ideals of social and economic progress, scientific reason, and individual autonomy and liberty. This course is designed to come to terms with these unique, timely, and very controversial insights into the possibilities and limits of life in the modern age.

3 credits

#### PO 115 Introduction to the Study of Peace & Justice

The purpose of this course is to introduce the student to the concepts of peace and justice, the connections between them, and the relationship of these concepts to the idea of faith. The course focuses on case studies beginning with an analysis of

the crisis of America's cities and finds the causes in deindustrialization and its resulting poverty. This poverty is then compared to the poverty in developing nations, specifically in Central America. In both cases poverty is viewed as the effect of unjust economic and social structures including exaggerated military budgets at home and the militarization of developing countries. A theoretical basis for the study of these fundamental problems in justice and peace is provided by examining them according to the principles of Marxism, Liberalism and Catholicism. Each of these traditions has its own perspective for understanding these problems and for responding to them. In this way the course provides both an awareness of the major problems in justice and peace as well as an understanding of the different ways to think about them. *3 credits*

**PO 118 American Political Thought**

This course considers the philosophical roots of American political thought and the influence of the American revolutionaries, constitution-makers, Federalists, Jeffersonians, Jacksonians, Tocqueville, Civil Warmakers, examiners of the welfare state, pragmatists, and new frontiersmen on the contemporary American mind and institutions. Challenges and reform of the American political system are also treated within the scope of political science through an application of the concepts of human nature, idealism, constitutional power, and nationalism. *3 credits*

**PO 119 Feminist Political Thought**

This course examines the development of U.S. feminist theory from the 1960s to the present. We explore the similarities and differences among several approaches to feminist theorizing that emerged out of the U.S. women's movement, including liberal feminism, radical feminism, socialist feminism, postmodernist feminism, and the feminisms of women of color. *3 credits*

**PO 123 Modern Political Ideologies**

This course is primarily an examination of the political belief systems in the U.S. including conservatism, liberalism, democratic socialism and the idea of industrial policy. These "isms" are analyzed with reference to democracy's ability to deal with the contemporary problems of American society. Marxism is explored in terms of the basic political and economic ideas of Marx and Engels as well as the modifications made in their system by Lenin. The basic concepts of racism are discussed and a brief analysis is made of the meaning of totalitarianism. *3 credits*

**PO 124 Marxist Political Thought**

This course provides a careful treatment and evaluation of the social and political thought of Karl Marx. In addition, the course examines the intellectual environment in which Marx worked and concludes with some discussion of contemporary approaches to Marxist thought. *3 credits*

**International Relations**

**PO 130 International Relations**

The experience of conflict and cooperation among the nations of the modern world is viewed in terms of the principles of *realpolitik*, morality, international law, and international organization. Special attention is given to the dynamics of the so-called "new world order" that has followed the Cold War. The class simulates possible future conflicts. (Formerly listed as PO 147; not open to students who have taken PO 147.) *3 credits*

**PO 131 International Organization**

The course examines the history, role and functions of international organizations, both intergovernmental and non-governmental, and reviews the current trend toward greater reliance on multilateral political efforts in relations among nations. A review of major theories and concepts of international organizations is followed by a detailed examination of the United Nations, its Charter and related specialized agencies. Current efforts to reform the United Nations in a political situation different from the world of 1945 are also discussed. Other major themes include the development of some major regional organizations such as the NATO alliance and the new OESC, multipurpose organizations (OAS, OAU) and functional organizations such as the European Union. Students learn about the role of non-governmental organizations in fields such as human rights or environmental protection. *3 credits*

**PO 133 United States Foreign Policy**

Review of the U.S.'s involvement in world affairs from the 1930s to the present, with special attention to the rigors and logic of the Cold War. Discussion of constitutional and other factors in the making of foreign policy. Major contemporary policies and commitments are debated by the class. (Formerly listed as PO 148; not open to students who have taken PO 148.) *3 credits*

**PO 134 International Political Economy**

This course studies developments in the world in which economics and politics – wealth and power – are intertwined. It examines how political power shapes economic outcomes and how economic forces influence political action. Among topics explored are the management of global interdependence, the rise and decline of U.S. power, the formation of economic blocs, the impact of multinational corporations, the politics of the Third World debt and foreign aid, the rise of Japan and the problems of transition to a market economy in post communist countries. *3 credits*

**PO 135 Peace and War in the Nuclear Age**

An analysis of the nuclear arms race and the efforts to end it. The course focuses on the major weapons systems, nuclear strategies, and comparative strengths of the two superpowers. Attention is devoted to a reexamination of American attitudes toward the Soviet Union including its history and its security concerns. The various arms control and disarmament proposals are evaluated and debated. Other implications of the arms race are examined, including the morality of nuclear weapons policies and the economic impact of large scale military expenditures. Consideration is also given to the roles that citizens can play in attempting to reverse the arms race establish peace. (Formerly listed as PO 114; not open to students who have taken PO 114.) *3 credits*



**PO 146 Vietnam and the American Experience**

This course explores the roots of the American involvement in Vietnam. Conflicting theories exploring that experience are analyzed. The course further investigates the clash of cultures involved in the war and the impact of that war on both American and Southeast Asian societies. *3 credits*

**PO 346 Seminar on Vietnam**

This seminar analyzes the nature of traditional Vietnamese culture on Vietnam's many wars: with China for one thousand years, with the French from 1946-54, with America from 1962-73 and with Cambodia after 1975. Much of the seminar focuses on "America's war" with Vietnam and the impact of American society on that war. The course also analyzes the effects of the events of 1962-73 on America and on those fought in that conflict. Prerequisite: PO 146 or permission of the instructor. *3 credits*

**Comparative Politics****PO 140 European Politics**

An analysis of political institutions and dynamics of Great Britain, France, Germany, and Italy. The relationship between the political culture and the political system is emphasized. Alternate methods of dealing with societal problems are analyzed. (Formerly listed as PO 120; not open to students who have taken PO 120.) *3 credits*

**PO 141 African Politics**

This course aims to analyze the major issues and problems that dominate African politics. It is designed to provide students with a basic understanding of African politics and society from a comparative perspective. It examines such key themes as neocolonialism, the roles of religion and the military in politics, and the prospects of democracy in Africa. *3 credits*

**PO 142 Latin American Politics**

Building a strong political system seems an impossibility in a setting of economic underdevelopment and socio-cultural disunity. This course studies the political systems of selected countries of mainland Latin America, such as Mexico, Guatemala, Nicaragua, Venezuela, Colombia, Peru, Chile, Argentina, and Brazil. In particular, it examines the revolutionary method of change and reviews the policy dilemmas of land reform, industrialization, and control of natural resources. United States foreign policy toward the area — past and present — are reviewed. Research projects expected. *3 credits*

**PO 143 Caribbean Politics**

Racism and ethnic conflict, colonialism and neocolonialism, grating poverty and bustling tourism all have their impact on the politics of these struggling countries. Migration across the first world's borders is examined. Countries studied include Cuba, Puerto Rico, the Dominican Republic, Haiti, Jamaica, Trinidad, Guyana, and Suriname. Research project expected. *3 credits*

**PO 144 Middle Eastern Politics**

This course aims to analyze the major issues and problems that dominate the Middle Eastern scene. It is designed to provide students with a basic knowledge of Middle Eastern politics from a comparative perspective. The social, economic, cultural and political sources of conflict and change are examined and key themes such as the prospects for democracy, oil and development, Islam and politics, are critically assessed. *3 credits*

**PO 145 The Major Powers of Asia**

An analysis of the institutions and dynamics of China, Japan, and India. The relationship between the political culture and the political system are emphasized; the different paths towards modernization taken by each are analyzed; foreign policies of each of the nations are discussed. *3 credits*

**PO 148 Central and Eastern European Politics**

A review of the 20th century political experience of Central and Eastern Europe with an emphasis on developments since 1989. Main themes include: politics of nationalism and the disintegration of Yugoslavia; the breakup of Czechoslovakia as a unitary state; and problems of transition from the system of one-party rule to multi-party democracy and free market economy. The course also explains the reasons behind the Central and East European interest in "civil society" — a term that has come to mean new standards of pluralism, tolerance and general politeness, as advocated by political leaders like Vaclav Havel. In addition, the course examines problems of security and cooperation in the region as a whole and analyzes the debate over future membership of Central European countries in the European Union and NATO, and the possibilities of the new Organization for Security and Cooperation in Europe. Familiarity with at least one work of fiction by an Eastern European author and with a film illustrating the political and human condition in the region are part of the course requirements. (formerly listed as PO 139; not open to students who have taken PO 139.) *3 credits*

**PO 149 Politics in the Developing World**

This course examines issues relevant to countries in the Third World. It surveys such key topics as theories of imperialism and underdevelopment, the political economy of development, gender and development, state-society relations, the dynamics of revolution, the search for democracy and North-South relations. The course draws examples from four regions of the Third World: Africa, Latin America, Asia and the Middle East. *3 credits*

**PO 152 Modern Italian Politics: Theory and Practice**

This introductory-level course is designed for students who have a lively curiosity about Italy. They observe and learn about Italy from the perspective of Italian political life and political culture. In examining modern Italy, students are also introduced to definitions, concepts, distinctions and theories that are fundamental to the study of political science and, in particular, the subfields of comparative politics and political philosophy. *3 credits*

**PO 221 British Seminar**

In a seminar format this course uses an interdisciplinary approach, political science, sociology, modern British drama, novels, to look at the structure and changing nature of British society and politics. The course focuses on the role of class, racial problems, declining economy, devolution, and secessionist problems, as well as solutions offered to these problems by contemporary Labour and Conservative governments. Professor's permission required. (Formerly listed as PO 321; not open to students who have taken PO 321.) *3 credits*

**PO 246 Seminar on China**

An examination of the major problems of contemporary Chinese society with a particular emphasis on political socialization and the Chinese political culture and the role(s) of such groups as students, peasants, women, etc. The seminar attempts to focus on these problems through an analysis of political philosophy, short stories, novels, plays, and biographies, by Chinese writers and Western scholars and observers. Professor's permission required. (Formerly listed as PO 346; not open to students who have taken PO 346.) *3 credits*

**PO 249 Seminar on Russia**

Survey of Russian political, economic, and social developments under Communism. The scene is set with a review of conditions that preceded the Revolution. The changes wrought by the Revolution and some of their unanticipated consequences are examined. Special attention is given to the dilemma in Mikhail Gorbachev's and Boris Yeltsin's efforts to restructure and open the society. U.S.-Soviet relations are reviewed. Professor's permission required. (Formerly listed as PO 349; not open to students who have taken PO 349.) *3 credits*

**American Politics**

**PO 150 Urban Politics**

Structures and processes of urban politics are examined. The major participants and policy areas of urban political processes are considered. The evolution of urban areas is set in historical perspective. Major contemporary problems are discussed and alternative solutions are analyzed. *3 credits*

**PO 155 Public Administration**

The course focuses on the role of the bureaucracy within the political process. The problems of efficiency and accountability are examined. The classic models of bureaucratic organization and function are studied in juxtaposition to the reality of bureaucratic operation. Proposed reforms are analyzed in order to determine the viability of change. *3 credits*

**PO 161 The American Presidency**

A study of the role of the President in the political system. The origins, qualifications and limitations of office are considered as the President functions as chief executive, legislative leader, and link with the Courts. The obtaining of presidential powers, his roles as party leader and politician are also examined as a means of evaluating presidential achievement of domestic and foreign policy goals. Questions of reform are also reviewed. *3 credits*

**PO 162 United States Congress**

A study of Congress within the context of the political system and an analysis of its constitutional powers; historical development; processes of recruitment; formal organization; committee system; social make-up; folkways; political leaders; constituency and interest group influences as well as consideration of its domestic and foreign policy outputs. Chances for reform and evolution are considered. *3 credits*

**PO 163 Supreme Court I**

An examination of the politics of the Supreme Court. The relationship between the Court and the remainder of the political system is analyzed. Direct attention to the Court's treatment of government power including commerce clause, taxing power, and relations between the branches. The political consequences of Court decisions are emphasized. *3 credits*

**PO 164 Supreme Court II**

An examination of the individual and the Court. Direct attention paid to Supreme Court decisions regarding civil liberties, including freedoms of speech, press, religion, and assembly. Also an examination of the rights of accused persons and the 14th amendment equal protection. The political implications of these decisions are emphasized as well as the political environment in which the Court functions. *3 credits*

**PO 165 Political Parties, Interest Groups, and Public Opinion**

This course examines various linkage models that describe representation of citizens by leaders. Moreover, the course examines political parties, interest groups, and public opinion in terms of their contributions to popular control of American politics. What mechanisms do citizens have to gain compliance for their policy preferences? How responsive are decision makers in the American system to citizens' demands? These questions and others are considered in the course. *3 credits*

**PO 166 Private Power and Public Policy**

An examination of some of the major policy problems facing American society today: poverty, pollution, the medical care system, and the military-industrial complex. The causes of these problems are discussed particularly in terms of the influence of private economic power and especially large corporations. Finally, an analysis is made of the policies formulated by the federal government in response to these questions. *3 credits*

**PO 167 Media and Politics**

This course is designed to examine the impact of the media on the American political system and conversely how government attempts to influence the media for its purposes. The implications of the electronic media for a democratic and informed society are examined, and close attention is paid to the media's impact on national elections. Finally, the media as an agent of political socialization is analyzed. (Formerly listed as PO 190; not open to students who have taken PO 190.) *3 credits*

**PO 168 Politics of Mass Popular Culture**

This course surveys the political aspects of American popular culture by examining the relationship between sports and politics, the politics of rock music, and political humor and political satire of American politics. Mass popular culture often serves as regime-maintaining diversions. What values and political positions do organized sports in the U.S. convey? What is the political impact of American popular music? How have citizens used political humor and satire of American politics to develop an outlook toward government? These questions and others are explored in the course.

3 credits

**Internships and Independent Study****PO 296 State Legislature Internship**

Junior and senior Politics majors may participate in the Connecticut General Assembly Legislative Internship Program. Students become acquainted with the legislative process by serving as aides to a legislator — research paper is required. Prerequisites: 3.0 G.P.A.; PO 11, 12 & 14; either PO 108, 155, or 165; departmental approval.\*

6 credits

**PO 297 Washington Semester Internship**

Junior and senior Politics majors may work full-time as interns in a variety of public and private sector positions in the nation's capital. This provides them the opportunity to experience governmental problems firsthand and apply what they have learned. Nine credits are awarded for the internship, 3 credits for a course taken in Washington, D.C., and 3 credits for a major research paper. Prerequisites: 3.0 G.P.A.; PO 11, 12 & 14; at least one American and one international politics course; departmental approval.\*

15 credits

**PO 298 Politics Internship**

Junior and senior Politics majors have first-hand experience working off campus in fields related to their major. Typically, an internship requires 10-12 hours per week on site. A journal and term paper are required. Work is evaluated by both an on-site supervisor and a politics professor. Prerequisites: 3.0 G.P.A.; PO 11, 12 & 14; departmental approval.\*

3 credits

**PO 299 Urban and Municipal Internship**

Junior and senior Politics majors work under supervision 10-12 hours per week at local government agencies and public interest organizations. A journal and term paper is normally required. Prerequisites: 3.0 G.P.A.; PO 11-12 & 14; either PO 107, 150, or 155; departmental approval.\*

3 credits

**PO 398 Senior Independent Research**

Seniors may do independent work in one of three areas: (1) library research on a selected topic; (2) field research; or (3) directed reading on a selected topic. Each student involved in such a course will work under the direction of one of the members of the Department. Taught both fall and spring semesters.

3 credits

**Department of Psychology**

**Professors:** Boitano, Braginsky, Gardner, Salafia, Worden (*Chair*)

**Associate Professors:** J. McCarthy, Primavera

**Assistant Professor:** Rakowitz

The Department of Psychology introduces students to the content and methods of the science of psychology. Students survey the foundations of the field, learn about statistics and experimental design, and have an opportunity to pursue specific interests through upper level seminars, applied internships, and independent research. The major in psychology prepares students for graduate study in psychology, neuroscience, medicine, law, education, social work, business, etc. In addition, students with a degree in psychology are particularly well-suited for any entry level position which demands a solid liberal arts education. The Department also presents significant background courses in many areas of psychology for majors in other fields.

**Major in Psychology**

Depending on their background and orientation, students may choose either the B.A. or B.S. degree. The primary difference between the degrees is that the B.S. requires additional science courses outside of the Psychology Department.

**B.A. Degree**

The curriculum for the B.A. degree in Psychology is as follows:

Required Courses	Suggested Time
PY 101 General Psychology	Semester 1
PY 261 Biological Basis of Behavior	Semester 2 or 3
PY 263 Developmental Psychology	Semester 2 or 3
PY 203 Statistics for the Life Sciences	Semester 3 or 4
PY 209 Research Methods	Semester 4 or 5
PY 300 Modern Psychology: History and Current Issues	Semester 7 or 8

\*Note — Students may take only one of the above internships (PO 296, 297, 298 or 299).



At least 1 of:

- PY 248 Social Psychology
- PY 251 Abnormal Psychology for Majors
- PY 284 Theories of Personality

At least 1 of:

- PY 250 Sensation & Perception
- PY 265 Learning & Memory
- PY 285 Cognitive Psychology

At least 2 additional courses

### Recommended Courses

Remaining foundation courses

(PY 248, PY 250, PY 251, PY 265, PY 284, PY 285)

- |                             |                 |
|-----------------------------|-----------------|
| PY 294 or 295 Internship in | Semester 7 and/ |
| Applied Psychology          | or 8 any time   |
| PY 398 Independent Research | after PY 209    |
| Seminars                    |                 |

### Notes Regarding Internships and Independent Research

- 1) Internships and Independent Research require consultation with the psychology faculty.
- 2) Students are allowed a maximum of two applied internships and one teaching internship.
- 3) Students are allowed only one Independent Research (PY 398).

### Notes Regarding Core Requirements

- 1) For the Math Core requirement, Math 15-19 or 21-22 (Math 21-22 is recommended) Semester 1 and 2
- 2) For the Science Core requirement, Biology 91-92 or Biology 107-108 are strongly recommended
- 3) For the Social Science Core requirement, majors must take social science courses outside of psychology.

## B.S. Degree

For the B.S. degree in Psychology, requirements and recommendations are the same as for the B.A., except that Math 15-19 is not acceptable; Math 21-22 is required. Additionally, students who are candidates for the B.S. must take:

- BI 91-92 General Biology
- CH 11-12 General Inorganic Chemistry I and II
- CH 211-212 Organic Chemistry I and II
- PS 83-84 General Physics for the Life and Health Sciences I and II

## Minor in Psychology

Students in other majors may earn a minor in Psychology by taking General Psychology (PY 101) and four other courses (two of these courses would also fulfill the social science core requirement). Students contemplating a minor are urged to consult with a member of the Psychology faculty regarding choice of courses.

### PY 101 General Psychology

General Psychology provides an introduction to the science of mental processes and behavior. The course addresses a range of questions including: how is brain activity related to thought and behavior; what does it mean to learn and remember something; how do we see, hear, taste and smell; how do we influence one another's attitudes and actions; what are the primary factors that shape a child's mental and emotional development; how and why do we differ from one another; and what are the origins and most effective treatments of mental illness? 3 credits

### PY 132 Introduction to Industrial/Organizational Psychology

This course introduces the field, contributions, and methods of Industrial/Organizational Psychology. The course covers the history of this branch of applied psychology and the psychologist's role, along with other scientist-practitioners concerned with the world of work, in developing and maintaining human work performances and work environments. Current concepts and methods in several specialties within I/O Psychology are explored: personnel, organizational behavior and development, counseling, labor relations, consumer, and engineering/ergonomic psychology. Course topics include: recruitment, selection, training and development, and appraisal of individuals and groups; development and change of organizational cultures; and relations between organizations and their stakeholders. Emphasis is given to the unique contributions of psychological science to understanding human work skills, interests, attitudes, motivations, satisfactions and stresses; work careers, management, leadership, communication, group processes, and organization. 3 credits

### PY 138 Psychology and the Law

The legal system, particularly our criminal justice system, from its code to its enforcement, is based on implicit psychological assumptions about human behavior and how it should be controlled. This course examines those assumptions in light of current psycholegal theory and research. It covers the treatment of traditional psychiatric populations (e.g., the mentally ill, mentally retarded, homeless) by the justice system in contrast to the handling of normal people; clinical issues such as the insanity defense, predicting dangerousness, the validity of psychiatric examinations and lie detectors; jury selection, eyewitness testimony, decision-making, sentencing and parole. 3 credits

**PY 148 Fundamentals of Social Psychology**

This course surveys the major areas of concern in social psychology. The emphasis is on current issues and research in the fields of social influence and conformity, human aggression, prejudice, interpersonal attraction, propaganda, and persuasion. *3 credits*

**PY 151 Abnormal Psychology for Non-Majors**

This course introduces the student to the field of abnormal behavior. The classic behavior patterns in the classification system are presented and the possible causes and remediation of such are discussed. *3 credits*

**PY 162 Psychology of Death and Dying**

Recent biomedical research, psychological theory, and clinical experience provide the foundation for this life-cycle study of death, dying, and bereavement. Some selected topics include still-birth and perinatal death, Sudden Infant Death Syndrome, child, adolescent, and adult cancer, suicide, and other catastrophic life-threatening events (myocardial infarction, thermal injuries, multiple trauma accidents). In addition, considerable attention is devoted to a survey of grief and bereavement in childhood and adulthood, with particular focus on widowhood. Strategies for providing care for the dying are discussed, including a treatment of Hospice. Attitudes of health care professionals toward death and dying persons are examined. Extensive use is made of case studies, dramatic and documentary films, role play, and small group discussion. The course is particularly beneficial to students preparing for careers in clinical psychology, medicine, nursing, psychiatric social work, and other allied health professions, but it may be helpful to anyone interested in developing informed attitudes about these important human crises. *3 credits*

**PY 163 Developmental Psychology for Non-Majors**

A development psychology approach to the growth of the individual from birth to old age, tracing motor, perceptual, language, cognitive, and emotional growth. The emphasis is on normal development. *3 credits*

**PY 186 Group Dynamics**

This course is designed to give the student a basic knowledge of the most important theories and research on groups. There is an attempt to combine sociological and psychological perspectives in order to give a more integrated picture of the way groups function. It is also possible for students to make use of experiential as well as classroom methods of learning. *3 credits*

**PY 187 Applications of Industrial/Organizational Psychology**

This course has two objectives: 1) reviewing selected issues in the characteristics and dynamics of contemporary organizations, and 2) examining, in the context of such issues, contemporary applications and emerging needs for approaches, constructs, research, and methods in Industrial/Organizational Psychology. The course is open to majors and minors in Psychology and in other disciplines related to the study of organizations in the world of work. The roles and contributions of I/O Psychology have been examined in the context of issues

and changes in: workforce demographics, diversity, and motivations; regulatory and litigating environments; organizational ethics; organizational values and cultures; management and leadership; globalization; international alliances and competition; environmentalism and consumerism; and technological change. *3 credits*

**PY 193 Environmental Psychology**

The course is designed to explore the relationships between the psychological aspects of man and the environment in which he lives. Students are involved in selecting, designing, and conducting a class research project in the realm of environmental psychology. Class material consists of trying to assess the relevant parameters of the environment in addition to its effect upon man. *3 credits*

**PY/BI 203 Statistics for the Life Sciences**

This is an introductory course in statistical methodology and analysis. It includes descriptive statistics, such as frequency, distributions, central tendency, variability, and correlation, as well as an introduction to probability, sampling theory, and tests of significance, including the t-test, chi squared, ANOVA and non-parametric statistics. This course is open to majors in the behavioral, biological, and physical sciences. The lab is designed to complement the course by giving students supervised computation and problem-solving exercises with calculator and computer. *4 credits*



**PY 209 Research Methods in Psychology**

Building on the material learned in Statistics (PY 203), this course teaches students to read, evaluate, design, conduct and report psychological research. Critical thinking and effective oral and written communication are emphasized as students work through several different research projects. Prerequisites: PY 101, 203. *4 credits*

**PY 248 Social Psychology**

This course surveys the major areas of concern in social psychology. The emphasis is on current issues and research in the fields of social influence and conformity, human aggression, prejudice, interpersonal attraction, propaganda, and persuasion. Prerequisite: PY 101. Psychology majors. *3 credits*

**PY 250 Sensation and Perception**

How do we see, hear, touch, taste, smell? What about individual differences? This course deals with basic sensory mechanisms and with perceptual processing. We examine color, depth, pattern, and motion perception. Students complete an Integrative Final Project. Students may do service-learning to enrich their understanding of individual differences in sensation and perception. Prerequisite: PY 101. *3 credits*

**PY 251 Abnormal Psychology for Majors**

The focus of this advanced course in abnormal behavior is an in-depth analysis of current research and theories of psychopathology. Building upon the student's knowledge of developmental psychology, the course examines both the biological and psychological antecedents of abnormal behavior. Oral and written analysis is emphasized. Prerequisites: PY 101, PY 263. Psychology majors. *3 credits*

**PY 261 Biological Bases of Behavior**

Understanding the brain is one of the last and most challenging frontiers of science. Whatever we see, hear, know, think or feel is determined by the functioning of our brains. Starting with the molecular and cellular machinery of neurons and the anatomy of the nervous system, the course proceeds through the neural basis of sensation, perception, memory, emotion, language, sexual behavior, drug addiction, depression, schizophrenia, etc. Neuroscience has made enormous strides in the last several decades. This progress shows every sign of continuing at an ever increasing rate, and this course provides the foundation upon which a thorough understanding of brain-behavior relationships can be built. *3 credits*

**PY 263 Developmental Psychology for Majors**

Utilizing a research-oriented, this course focuses on the principal themes, processes and products of human development from conception through adolescence. Field experience in local Head Start programs is available. Prerequisite: PY 101. *3 credits*

**PY 265 Conditioning and Learning**

Psychology is defined as the scientific study of behavior and mental activity. The study of Conditioning and Learning is about how behavior and mental activity are formed and changed.

This course begins with historical and philosophical roots of the study of learning, surveys the major scientific learning theories from Pavlov to Skinner, and concludes with consideration of the contemporary scene in theory and research. Throughout the course, there is a special emphasis on the application of learning principles to education, child rearing, psychotherapy and everyday life. Demonstrations, simulations and brief experiments form part of the learning experience. Prerequisite: PY 101. *3 credits*

**PY 271 Psychobiology Laboratory**

A technique-oriented course designed to provide training in the basic rudiments of small animal brain surgery. These include aspirated lesions, stereotaxic procedures, behavioral testing, perfusion, and histological techniques. A written mini-neurobehavioral report is the main requirement. *1 or 4 credits*

**PY 284 Theories of Personality**

The content of the course is an advanced presentation, analysis, and evaluation of theories of personality from Freud through Skinner. The purpose of such a course is not only one of theoretical enrichment and history, but is intended to broaden the student's understanding of the normal human personality in terms of theoretical structure, function, and dynamics. *3 credits*

**PY 285 Cognitive Psychology**

How can we study the mind? This course deals with attention, memory, thought, imagery, language, problem-solving, and decision-making. Individual and cultural differences are considered. Students complete a service-learning component and an integrative Final Project. Prerequisite: PY 101. *3 credits*

**PY 290 Drugs and Behavior**

A survey course discussing the psychopharmacological properties of the more significant drugs used for research and by society in general. These include by class, alcohol and nicotine, the depressants and stimulants, the tranquilizers, the opium derivatives, and the hallucinogenic compounds. Particular emphasis is placed on the drugs' site of action in CNS as well as behavioral alteration in the controlled and noncontrolled environment. *3 credits*

**PY 294-295 Internship in Applied Psychology**

The intern program provides the senior psychology student with an opportunity to gain practical, career-related experience in a variety of supervised field settings. Student interns are offered a wide selection of placements from which to choose, including traditional psychology-related programs: mental health, social service, school psychology, early child and special education, probation, and hospital administration. Interns are also placed in related disciplines: human factors engineering, human resource development, advertising, and public relations. In each internship emphasis is placed on the integration of learning, both cognitive and experiential. Interns may register for one or two semesters, depending on the availability of appropriate placement sites and qualified super-



visors. An intern is expected to spend a minimum of 10 hours per week in on-site work and to complete the required academic component specified by the faculty coordinator. Prerequisite: Completed application form, acceptance by the field placement supervisor, and approval by the Psychology Department's internship program director. *3 credits*

### **PY 296-297 Internship in the Teaching of Psychology**

This practicum experience, open to advanced psychology majors, affords the student an opportunity to explore the profession of the teaching of psychology. Under the direct supervision of the professional staff of the Department, students are introduced to the issues of curriculum development, methods of classroom instruction, selection and use of media resources, test construction, and strategies for the academic and practical motivation of students. Interns have the opportunity to observe participating faculty engaged in the profession of teaching, to share in some of the instructional activities, and to meet with other interns in a seminar format to process the learning experiences. Prerequisites: Permission of instructor. *3 credits*

### **PY 300 Modern Psychology: History and Current Issues**

This seminar is required for senior psychology majors. Its goals are: to introduce students to the major historical perspectives in psychology; to encourage critical thinking and the generation of creative ideas; and to help students engage in a thoughtful questioning of the theory and knowledge base that constitutes the science of psychology. The entire psychology faculty participates in teaching this course, with two different members acting as coordinators each semester. *3 credits*

### **PY 363 Psychosocial Problems of Childhood and Adolescence**

This course examines the problems and deviations in development in childhood and adolescence that are commonly a cause of concern in the child's social environment of family, peers, school and community. Theories, research, remediation and prevention of children's psychosocial problems will be examined. The emphasis is on evaluating problems in psychosocial functioning within an ecological context and on utilizing knowledge from developmental theory and research to minimize or prevent their occurrence. Open to juniors and seniors. Prerequisites: PY 163 or PY 263 and permission of instructor. *3 credits*

### **PY 365 Engineering Psychology**

Engineering Psychology (Ergonomics; Human Factors Engineering) is an interdisciplinary field that attempts to optimize the relationship between technology and humans. Technology includes virtually any aspect of today's highly mechanized and computerized environments. Thus, while Engineering Psychologists (Human Factors Engineers) may frequently be found devising methods to maximize efficiency in person-machine systems, they are equally at home designing safe and efficient workplaces, homes, offices, or any other areas where

humans must live and work. This requires integration of the many aspects of psychological science, especially Perception, Learning, Motivation, Cognition, Human Performance, and the like. *3 credits*

### **PY 395 Seminar on Aging**

Students explore multiple aspects of aging and aging people in a seminar that blends reading with community experience and reflection. The psychological and physiological causes and consequences of aging are discussed from a variety of perspectives. Students explore an aspect of aging and present it to the seminar as an independent final project. Prerequisite: PY 101. *3 credits*

### **PY 396 Senior Seminar in Psychology**

The Senior Seminar is limited to 10 students. An in-depth analysis of one or more selected topics is designed to integrate diversity of theories, perspectives, and courses. Students present a number of situational papers reflecting critical evaluation of pros and cons on designated topics. Discussion material originates from the current and available literature. For Psychology majors; open to juniors and seniors. *3 credits*

### **PY 397 Human Neuropsychology**

Brain damage provides us with a unique "window on the mind." Accordingly, the emphasis throughout this course is on clinical and experimental findings in human subjects with selective and differentiable types of brain damage. Human neuropsychology combines and incorporates important areas of cognition, perception, memory, linguistics, and clinical psychology into a comprehensive and psychologically based approach to brain functioning. In addition, it is a profoundly practical and applied discipline, based upon real people with real psychological problems. Prerequisites: PY 101 or General Biology. *3 credits*

### **PY 398 Independent Research**

This course provides a limited number of upper division students (usually seniors) the opportunity to participate in all aspects of an advanced research project. Students wishing to register for this course must first obtain the consent of the professor with whom they will work. Frequently a research proposal is required prior to acceptance into this course, and early planning is essential. *4 credits*

### **PY 399 Theories in Psychotherapy**

This course explores similarities and differences across a wide range of psychotherapeutic endeavors by means of lectures, films, and tapes. Traditional psychoanalytic techniques and more recent innovations in behavior therapy, existential therapy, transactional analysis, and Gestalt therapy are covered. Prerequisites: PY 251, 263. *3 credits*

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### Department of Religious Studies

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**Professors:** Benney, Harak, S.J., Humphrey, Lakeland (*Chair*), M. Lang, Thiel, Umansky (*Carl and Dorothy Bennett Chair in Judaic Studies*)

**Associate Professors:** Dallavalle, Davidson, Schmidt

**Assistant Professor:** Hannafey, S.J.

**Lecturers:** Burns (*Emeritus*), Gorman, Prosnit

The Religious Studies curriculum is designed as a critical but sympathetic inquiry into the religious dimension of human experience. After an introduction to the nature of religion and the methods employed in its study, the student can select from a variety of courses exploring specific religious themes — scripture, spirituality, ethics, the problem of faith, etc. The student, with or without a faith commitment, has the opportunity to acquire an informed appreciation of the motivations and values given expression in religious belief.

A student may take courses offered by the Religious Studies Department in the required “core curriculum,” as electives, or in a minor or major program in Religious Studies under the direction of a departmental advisor.

Three of the five courses required in Area III of the core curriculum, described on page 33 of this catalog, may be taken in Religious Studies. Introduction to Religious Studies (RS 10) must be taken by all students; a second course of the student’s choosing must be taken in Religious Studies. A third course may also be chosen in Religious Studies to complete the five course requirement of Area III. In addition, many students choose Religious Studies courses as electives in order to develop personal interests.

### The Major

The Religious Studies Department offers a major of 30 credits which include those credits earned to satisfy the requirements of the core curriculum. The major program, defined in consultation with a departmental advisor, is tailored to the individual’s personal and academic interests. In a comprehensive program of studies, cer-

tain areas of concentration are possible such as Jewish and Christian history, religion and society, Christian theology, scriptural studies, ethics, Roman Catholic studies, Asian religions, or critical studies. Under special conditions and when resources are available, the department offers the Religious Studies major the possibility of pursuing an independent study in his or her senior year.

### The Minor

A minor in Religious Studies consists of 15 credits which include those credits earned to satisfy the requirements of the core curriculum. Through consultation with a departmental adviser, the Religious Studies minor may structure a program of study that complements his or her major field of study.

Students interested in a minor, a major, or a double-major program should contact the Religious Studies Department Chair.

### Introductory

#### RS 10 Introduction to Religious Studies

This course is an introduction to the religious achievements of humanity. It considers the meaning and aims of religion and its dimensions and functions in society and the individual. Employing the principles and methods of the humanities and social sciences, the course examines religious faith, values, and experience, as evidenced in the scriptures, traditions, doctrines and histories of various religions. The focus of each section of RS 10 is identified in the course subtitle published in the University Registrar’s listing of course offerings. *3 credits*

#### RS 10 Subtitles and Descriptions

##### Religion and the Critical Mind

This section of RS 10 involves a comparative analysis of several understandings of religion — its nature, function and purpose — presented in the works of well-known scholars. Through an in-class conversation with these scholars through their writings and in multimedia presentations, students develop a thoughtful, critical appreciation of religion and its role in human life.

##### Religion, Culture and Community

This section of RS 10 explores the role of religion in human culture and community through three test cases: Christianity’s movement from a community of believers to a religious institution, the experiences of women in the religions of the world, and the phenomenon of American civil religion.

### Asian Religions

This section of RS 10 examines religious themes and issues in the literature, history, and ritual of such classical Asian traditions as Hinduism, Buddhism, Taoism, and Shinto.

### The Search for the Just Society

This section of RS 10 investigates the religions of Judaism, Christianity and Islam by focusing on the understandings of a just society that is woven into their central beliefs.

### A Model of Religion and Religions

This section of RS 10 offers a description of the human condition, disclosing the limits and absurdity to which religions respond. The ways people come to religious faith and the consequences of their commitment are described in a model that is applicable to many religions.

### Prophecy and Mysticism

This section of RS 10 focuses on the two fundamental drives of the religious sensibility, namely, the urge toward unity with the holy and the concern to make a difference in the world.

### Religious Autobiography

This section of RS 10 considers the themes, issues and methods of religious studies through a reading of first-person narratives from several religious traditions, and engages students in the task of writing their own religious autobiographies.

### Jerusalem as a Metaphor for the Faith of the West

This section of RS 10 examines the faith traditions of Jews, Christians and Moslems in contemporary Jerusalem in order to appreciate the richness of their religious heritage and to understand the problems that continue to divide them.

### Christianity and Buddhism

This section of RS 10 examines different kinds of religious experience, doctrine and practice through a comparison of the Western tradition of Christianity and the Asian tradition of Buddhism.

### Christianity and Islam

This section of RS 10 considers major themes of religious thought and practice in Christianity and Islam. Through the study of scripture, religious texts, autobiographical writings, and film presentations, the course examines concepts and images of God, the human person, evil and human suffering, and experience of the transcendent in these two religious traditions. Drawing on these themes, the final project engages students in the writing of their own religious histories.

## Historical Studies

### RS 100 Introduction to Judaism

An examination of Jewish faith and community from the biblical period through the present. Particular attention will be given to the concepts of God, revelation, religious authority, divine election, and peoplehood; the celebration of holidays and observances; contemporary religious movements; and organizations and institutions that continue to support Jewish life.

3 credits



### RS 101 History of the Jewish Experience

An examination of the origin and development of the Jewish religion. The course begins with the Hebrew Bible as the source of Judaism and follows its development to the modern era. This overview is meant as an introduction to the Jewish religion, its history, and development.  
(formerly listed as RS 100)

3 credits

### RS 103 Women in Judaism

An examination of ways in which women have understood and experienced Judaism from the Biblical period through the present, drawing on historical writings, novels, theological essays and films. Particular attention will be given to the traditional religious roles and status of women, the many ways in which women themselves have understood Jewish self-identity, and recent feminist efforts to re-evaluate and transform contemporary Jewish life.

3 credits

### RS 105 Selected Topics in the Catholic Tradition

An examination of particular themes, events, or individuals in the Catholic tradition with special regard for their historical contexts and the ways in which they contribute to the self-identity of the Catholic tradition. Study is based on the close reading of primary sources. The subject matter of the course changes from semester to semester. Students should consult the University Registrar's listing of new courses to determine the specific material treated when the course is offered.

(formerly listed as RS 102)

3 credits

### RS 107 The Reformation Era

An examination of the religious reform of the 16th century. The course begins by probing the seeds of reform in the late scholastic tradition and in popular spirituality, and proceeds by tracing the development of the ideas and impact of the reformers: Luther, Zwingli, Calvin, Munzer, and Schwenckfeld. The course concludes with an investigation of the Roman Catholic response to reform in the events of the Council of Trent and the Counter-Reformation. (formerly listed as RS 105)

3 credits



## Theology

### RS 112 The Problem of God

An historical and theological examination of the Christian doctrine of God with special attention to the problematic aspects of the development of this doctrine through the ages. This development will be explored in biblical sources, patristics, medieval, Reformation and modern times. The course concludes with a consideration of the challenge of post-Enlightenment atheism and of the efforts of contemporary theologians to recast the classical conception of God. *3 credits*

### RS 117 Jesus Christ Yesterday and Today

A systematic treatment of the person and work of Jesus Christ. The course will examine different interpretations of the meaning of the Christ event from the scriptural sources to contemporary developments. *3 credits*

### RS 118 Trinity and the Moral Life

This course begins by tracing the development of the doctrine of the Trinity from reflections on biblical texts, to the earliest primitive formulations of the church, through various controversies and heresies, up to modern, more sophisticated theological statements on the nature of God. The second part of the course discusses how trinitarian belief makes a substantive difference in the modern believer's moral life: in the practices of prayer and mysticism, in the understanding of power and violence, and in the processes of personal and social transformation. *3 credits*

### RS 120 Contemporary Christian Anthropology

The study of this course rests on the premise that religion and culture create tools for thinking about what it means to be a self. It considers the value of process models for understanding Christian suppositions about the nature of the human person, and for investigating how human work and play, love and sexuality, and suffering and death contribute toward defining a Christian view of the self. *3 credits*

### RS 122 Grace and the Christian Life

This course develops a theology of the everyday life by examining the themes in the New Testament, early monasticism, the Middle Ages, and the Reformation. We will then survey current explorations of grace, holiness and the working life, drawing from the insights of psychology and gender studies and attending to concerns for economic and social justice. *3 credits*

### RS 123 The Church

A study of the development and present-day understanding of the idea of the Church in Roman Catholic theology. The course examines the roots of the concept in scripture and the earlier traditions of the Church, and presents a contemporary ecclesiology through a critical discussion of the First and Second Vatican Councils. *3 credits*

### RS 124 The Papacy

This course is a survey of the Roman Catholic papacy, generally focusing on a single figure, theme or period, and placing that figure, theme or period within the larger historical, cultural

and ecclesial context. A significant part of the course will treat theological issues, using as texts either papal writings, significant encyclicals, or conciliar statements and actions. The course will also include both a critical assessment of the role of the papacy within the Roman Catholic Church, and a consideration of the role of the papacy in interreligious dialogue and world affairs. *3 credits*

### RS 126 The Sacraments in Christian Life

A theological investigation of the sacraments as the source of Christian character, involvement, and witness. The course proposes an anthropological theology as a basis for understanding faith and develops a process/model view of the Christian's relationship with God. The course presents the Eucharist as the focus of Christian self-awareness; Baptism, Confirmation, and Penance as sacraments of reconciliation. Special sacramental questions are also considered. *3 credits*

### RS 132 Theology and the Problem of Culture

A theological examination of the relationship between Christian faith and secular culture since the late 18th century. After exploring the Enlightenment criticism of Christianity, the course pursues an historical and constructive study of two divergent directions in modern theology: "cultural theology" and the "theology of culture." This typology will be investigated in the writings of Lessing, Schleiermacher, Barth, Bonhoeffer, and Metz; in the papal encyclicals of Pius X and John Paul II; and in the documents of Vatican I and II. *3 credits*

### RS 135 Liberation Theology

An analysis of contemporary theological movements which emphasize the relationship of religious faith and praxis to the sociopolitical realm. The course treats at length the development of the Latin American theology of liberation, and examines its theological principles. The influence of this theological outlook on other Third World theologies, and on North American and European theological reflection is traced, and the course proceeds to a constructive proposal for a contemporary political theology. *3 credits*

### RS 137 Christian Feminist Theology

An examination of some of the key issues being raised in religion by contemporary feminist thinkers. After a brief examination of the history of patriarchy in the Christian tradition and earlier responses by pre-modern feminists, the course considers issues such as feminist methodology, feminist perspectives on traditional Christian doctrines of God, creation, "anthropology," christology, and eschatology. The course concludes with a discussion of the nature of authority and an examination of a feminist theology. *3 credits*

### RS 138 American Catholic Theologians

A lecture/reading course designed to give the student insight into the modern development of Catholic theology in America and what makes it specifically "American." Discussion/analysis covers the work of Gustav Weigel, John Courtney Murray, George Tavard, Frank Sheed, Walter Burghardt, and Robley Whitson. *3 credits*

**RS 144 Faith After the Holocaust**

An examination of the complexity and horror of the holocaust and its contemporary historical, moral, theological, and political implications. Was the attempted annihilation of European Jewry a historical aberration in German politics or did it represent an eruption of psychic, social, and religious malignancies embedded in Western civilization? Was the holocaust unique? Could it have been prevented? And, in light of the holocaust, what does it mean to speak of faith, either in God or in humanity? *3 credits*

**Scriptural Studies****RS 150 Jewish Interpretations of Scriptures\***

An exploration of ways in which Jews have understood the Hebrew Bible from the first centuries of the common era through today. Focusing on specific biblical texts, interpretations will be drawn from early classical, legal, and non-legal rabbinic material; medieval commentaries and codes; mystical literature; and modern literary, theological sources. *3 credits*

**RS 151 The Hebrew Scriptures in****Jewish Context and Christian Interpretation**

A study of the way the Bible was written and how it was later interpreted within the differing contexts of Jewish and Christian communities. The religious perspectives of the major biblical units, Torah, Prophets and Writings, are investigated as they embody the themes that came to define both Judaism and Christianity. *3 credits*

**RS 154 Prophets: Founders of the Judeo-Christian Tradition**

A study of the origins of the western view of God as separate from human beings and concerned with human affairs. Through a study of the prophets Amos, Hosea, Isaiah, Jeremiah and Ezekiel, the Judeo-Christian emphases on justice, love, and brotherhood are traced and significant connections between Jewish and Christian faith are appreciated. *3 credits*

**RS 157 From Judaism to Christianity: A Socio-Literary Study**

The course explores Christianity's emergence from an evolving Judaism during an historical period when Greek influence was intense, factions struggled for ascendancy and new forms of literature captured the prevailing moods. Study begins with the Maccabean movement (167 B.C.E.) and traces the patterns of events and thought to the year 90 C.E. by examining the culture and distinctive literature of that period. The teachings of Jesus and those who followed him, understood in this cultural context, are studied through the gospels they produced. Particular emphasis is given to the study of the gospel of Luke as reflective of a new openness to the gentiles of the contemporary Greco-Roman world. *3 credits*

**RS 160 The Writings of Paul**

A study of the texts and recurring themes of the writings attributed to Paul. Particular emphasis will be on Paul's treatment of ethical situations, community, and religious experience. *3 credits*

**RS 162 The Good News of the Gospels**

The Gospels of Matthew, Mark, Luke, John will be studied according to the methodology of redaction criticism. The theological positions of early Christianity as represented in each writer will be examined and compared. *3 credits*

**RS 164 The Writings of John**

A study of the text of the gospel and epistles attributed to John. Particular emphasis will be placed upon the recurring themes in these writings, the distinctive view of Christianity they represent, and the development of early Christianity to which they witness. *3 credits*

**RS 166 The Reinterpretation of the New Testament**

An introduction to the critical study of the New Testament in which the methodologies of literary form and redaction criticism will be explained. The varying titles for Jesus will be reviewed and compared with the original Jewish or Greek usage. The process of reinterpretation of Jesus in the New Testament will be reviewed. *3 credits*

**Theological Ethics****RS 170 Theological Ethics: The Foundations of Virtue**

Ethicists have long realized that a right view of fundamental human experiences such as hope, despair, anger, love, and hate, i.e., the passions, is necessary for a proper understanding of moral character. This course initially presents a brief historical overview of various thinkers' reflections on these human qualities, drawing on scientific and philosophical investigations of affectivity. Building on this introductory material, the course considers the moral life from a theological perspective, discovering how theology attempts to define a framework for understanding the affective life's relation to virtue, and how attention to the affective life in turn profoundly influences theological anthropology. *3 credits*

**RS 172 Contemporary Morality: Basic Questions**

A study of the fundamental concepts of moral theology in terms of the major emphases of contemporary Christian thought. Specific reference will be made to more significant current problems: conscience and law, freedom and obligation, personalistic and existential ethics, and the conflict of values in a pluralistic society. *3 credits*

**RS 175 Contemporary Moral Problems**

A theological examination of current ethical issues, especially the pervasive problem of violence (just war theory and contemporary applications, pornography, the decline of civility), and the challenges of new technologies (the regulation of birth, euthanasia, computers and information-systems). *3 credits*

**RS 176 The Morality of Marriage  
in Christian Perspective**

This course explores marital commitments by exploring the many phases of partnership – courtship, marriage, intimacy, parenting, death – and the specialized skills or virtues these phases require. The course will consider questions such as: What kinds of communities, especially faith communities, support marital commitments? What are the forces of society and culture that might threaten them? How might vices, such as physical or sexual abuse, alcoholism, and addiction, erode commitments? The course will conclude by assessing how virtuous families might promote peace and justice. Its goal will be to bring all our realizations into an integrated theological account of the moral project we call marriage. *3 credits*

**RS 177 Nuclear Ethics**

This course applies critical and ethical thinking, from within the JudeoChristian tradition, to the modern problem of nuclear war, noting always points of dialogue with the ethical reflections of the “secular” world. Background for such reflection will be provided by studying the historical ancestry of today’s discussion in traditional just war theory. The body of the course will examine the military and negotiating terminology of the current nuclear debate and seek a reasoned and cogent position on the morality of nuclear war. *3 credits*

**RS 180 Morality and Law**

A study of the relationship between law and morality, of rights and justice, with illustrative reference to special topics, e.g., racism, sexism, political, business, and communication ethics. *3 credits*

**RS 181 Religious Values and Public Policy**

This course explores various understandings of religious values, the public policy process, and their interaction in American public life. While the course deals primarily with Catholic and Protestant religious traditions, it notes the contributions of other religious traditions to particular policy concerns. A central focus is on issues pertaining to the religion clauses of the First Amendment. To underscore the diverse connection between religious values and public policy, the course also considers wider issues of religion, personality and culture. *3 credits*

**RS 182 Catholic Social Teaching**

A study of the modern teachings of the Catholic Church on peace and justice; Christian/Humanist attitudes towards war; pacifism and the just war theory; and changes in global political and economic structures that seem necessary to ensure a peaceful and just world order. *3 credits*

**Asian Religions**

**RS 187 Hinduism**

An introduction to the seminal texts, concepts and images of the major religious tradition of India. Topics include Vedic ritualism; Upanishadic mysticism; yoga meditation; the Bhagavad Gita; the caste system; Vedanta philosophy; the cults of Rama, Krishna, Shiva and the Goddess; and Gandhi’s philosophy of non-violent action. Hinduism will be viewed as an historical phenomenon, a formative influence on Indian culture and society, and a response to the human condition. *3 credits*

**RS 188 Buddhism**

This course explores the Indian Buddhist tradition, from its beginning in the life of Shakyamuni Buddha through the present revival of neo-Buddhism in the activism of oppressed classes. The early formative ideas of the Buddha, the Awakened One, will be considered as they unfold in the course of Indian history and society. Buddhist meditation and philosophy will be discussed as procedures devised to elicit the awakened state. Developments in Buddhist religious orders, lay social life, and the rise of the Great Vehicle tradition will be examined through written and visual works. Art and archaeology will provide a context for Buddhism’s compelling missionary activity throughout Central and Southeast Asia. *3 credits*

**RS 191 Religions of China and Japan**

This course is an introduction to the religious traditions instrumental in forming Chinese and Japanese ways of thinking. Topics discussed will include Asian ancestral rituals, Confucianism, Taoism, Shinto and selected forms of Buddhism. Texts examined will include selections on Chinese and Japanese mysticism, imperial rites, Zen Buddhism, Confucian ethics, origin myths, oracle bones, geomancy, mountain cults and shamanism. The differences between Chinese and Japanese cultures will be considered by exploring their respective constructions of human identity and transcendence. The art and archeology of Chinese and Japanese religious sites will be discussed as expressions of the sacralization of image and space. *3 credits*

**RS 192 North Pacific Tribal Religion**

This course investigates the varieties of religious expression found in the hunter-gatherer and semi-pastoralist societies of the Northern Pacific Rim and the steppe areas adjacent to it – Siberia and the American Great Basin/Great Plains. Particular attention will be given to myths, hunting rituals, tribal rites of passage, renewal rituals, and the specific functions of religious objects. Shamanic structures, spirit communication, and visionary institutions will be explored in some depth. Modern transformations of tribal religion in these areas will also be discussed. *3 credits*



## Critical Studies

### RS 193 Non-Traditional American Churches

This course begins with a critical inquiry into the nature of religion in America and the history that led to the constitutional guarantee of religious freedom. The student is required to develop and defend criteria to evaluate nontraditional forms of "church" that have resulted from this freedom. After reviewing the origin, history and beliefs of the major non-traditional churches established by Americans, the course explores the development of American Evangelism and its impact on modern society through the "Electronic Church."

(formerly listed as RS 220)

3 credits

### RS 194 Religion and Psychology

This course examines topics of concern to the fields of both Psychology and Religious Studies, such as the formation of a personal and communal identity, alienation and guilt, individuality and change, dependence and freedom. The study considers how psychological understandings interact with personal religious beliefs to form patterns of meaning for the individual.

3 credits

### RS 195 Non-Traditional American Religious Groups

The objective of this course is to develop a critical sense regarding the nature of religion as experienced in pluralistic America. The course investigates a number of groups that illustrate the diversity of religious experience in America: "The Mighty I Am," "Jonestown," "Morningland," and "Theosophy" are examples. Students are required to formulate criteria for judging the authenticity of religious movements through an analysis of these examples. (formerly listed as RS 221)

3 credits

### RS 196 Saints and Sinners:

#### Images of Holiness in Contemporary Fiction

This course examines the complexity of current understandings of what it is to be holy. It begins with a brief consideration of traditional models of holiness. It turns next to several influential theories of spiritual growth, among them the ideas of Soren Kierkegaard and William James, and then in the light of these theories looks at a series of 20th century novels in which the idea of holiness is examined. Authors considered will vary each time the course is offered, but include Georges Bernanos, Shusaku Endo, Mary Gordon, Graham Greene, David Lodge, Flannery O'Connor, Gloria Naylor, Muriel Spark and Jean Sullivan.

3 credits

### RS 197 Evil

This course explores the problem of evil from the perspectives of theology and philosophy. The course considers God and evil, classical theodicies (reasonable justifications of God before the prevalence of evil), modern philosophical accounts of evil, social evil, and the possibility of belief in the face of evil. Within the context of these subjects, the course will address the following questions: What is evil? What are the roots of evil?

What effect does one's understanding of evil have on one's understanding of the human being, of God, and of religion? What is our responsibility in the face of evil?

3 credits

### RS 198 Religious Values in Film

The focus of this course is the search for meaning in human life as experienced and depicted in twelve films by distinguished filmmakers. The first six mirror this search in personal life. In various ways they ask whether we are isolated and alone or linked and dependent on others; they grapple with the problem of evil and the experience of salvation. The second six are chiefly concerned with the meaning of life in society. In different historical contexts they ask whether the universe is indifferent or friendly to our community-building; they raise the problem of God and the religious significance of secular achievement.

3 credits

### RS 199 The Classic: Truth in Religion and the Arts

This course examines the idea of the classic as a model for establishing relationships between religious language on the one hand, and poetic discourse and artistic expression on the other. What truth do they lay claim to, and how do they embody it? The course proceeds by way of a comparison of "secular" and "religious" classics to an investigation of the value of the model of the classic in the process of doing theology.

3 credits

### RS 240 Modern Jewish Theology

An exploration of ways in which selected nineteenth- and twentieth-century Jewish theologians (e.g., Buber, Rosenzweig, Heschel, Hartman, Fackenheim, Blumenthal, Greenberg, Plaskow) have attempted to meet challenges of faith and Jewish self-identity. Problems to be addressed include the nature of the covenant, the role of human autonomy, liturgical images of divinity, and faith after Auschwitz. (formerly listed as RS 140)

3 credits

## Special Projects

### RS 260 Religious Studies Seminar

This seminar is an in-depth investigation of a significant figure, issue, or problem in religious studies. Enrollment in the seminar requires the permission of the instructor.

3 credits

### RS 301 Independent Study

This program of study is defined by the student in consultation with a director from the department.

3 credits

### RS 310 Major Seminar

This seminar is an in-depth investigation of a significant figure, issue, or problem in religious studies, designed for students majoring in the discipline.

3 credits

Program in

## Russian and East European Studies

**Director:** McFadden (*History*)

**Faculty Working Group:** Beal (*Physics*); Buss, Nantz (*Economics*); Chepaitis (*Information Systems*); Dew (*Politics*); Eliasoph (*Art History*); Garvey (*English*); Hlawitschka, Koutmos, Tucker (*Finance*); Kidd (*International Studies*); Ryba (*Business Law*); Livshin (*Russian*); Shillea (*Music*); Tavis (*Russian Studies*)

The end of the Cold War, along with the collapse of the Soviet Union and communist regimes in Eastern Europe, offers a unique opportunity to take a fresh look at an old field; Russian and East European area studies. Formerly caught within the framework of the Cold War, new societies are emerging, struggling to come to grips with their pasts and forging their own unique futures.

The Russian and East European Studies Minor is an interdisciplinary program developed jointly by the College of Arts and Sciences and the School of Business, offering students an opportunity, from a base major either in International Studies or one of the disciplines, to develop a focus on this dynamic area of the world. Eighteen credits (6 3-credit courses) are required for the minor. Five of these courses must be chosen from courses exclusively or substantially concerned with Russia and/or Eastern Europe, from a range seven different disciplines. At least three different disciplines must be represented. The final course, required of all minors in their senior year, will be an interdisciplinary capstone seminar for seniors, "Current Topics in Russia and Eastern Europe," which will be team-taught by a rotating group of faculty from several disciplines.

Independent Study and internships are encouraged, and can be substituted for any course with the approval of appropriate faculty and the Director of the Program. All students are also encouraged to apply for a junior semester or year abroad in Russia or Eastern Europe, from a wide range of affiliated programs, including the American Collegiate Consortium (Middlebury) with 20 sites, the Boston University Moscow internship program, the Consortium on International Educational Exchange (CIEE), St. Petersburg language and culture program and Fairfield's own program in St. Petersburg at Herzen University. Up to 5 scholarships per year will be available for such study, funded by the PepsiCo Russian Studies program grant.

### Courses offerings:

#### Russian Language

- RU 11 Basic Russian I
- RU 12 Basic Russian II
- RU 101 Intermediate Russian I
- RU 102 Intermediate Russian II
- RU 121 Continuing Russian Tutorial

#### History

- HI 275 Russian's Road to Revolution, 1689-1917
- HI 284 Twentieth Century Russia
- HI 356 History of the Cold War
- HI 385 Comparative Russian Revolutions

#### Visual and Performing Arts

- AH 191 Art and Mythologies of Nazi Germany, Fascist Italy, and Bolshevik Russia
- RES 110/ FA 110 From Icons to Film: A Journey Through Russian Civilization

#### Finance

- FI 397 Seminar in Finance: Investing in the Former Soviet Union

#### Politics

- PO 148 Central and Eastern European Politics
- PO 249 Russia Seminar
- RES 160 East European Seminar

#### English (Comparative Literature)

- EN 366 20th Century Russian Novel
- EN 373 The Russian Novel and Western Literatures



**RES 110 From Icons to Film:****A Journey Through Russian Civilization**

This interdisciplinary course provides a comprehensive introduction to Russian civilization seen through the lens of visual expression and performance. Students revisit Russian painting, architecture, dance, music and film at pivotal historical junctures. Our ultimate destination is to comprehend the underlying ideologies of orthodoxy, autocracy, totalitarianism and perestroika. Images serve as our principle gateways to the deeply religious cultural imagination that has never experienced Renaissance and Reformation.

Critical examination of extensive Western and Eastern influences explains the creation of native Russian aesthetic and ideology by way of adaptation, accommodation and transformation of multicultural and multiethnic input. (Cross-listed under Visual and Performing Arts as FA 110. Students are not permitted to take this course under both designations.)

*3 credits***RES 160 East European Seminar**

The purpose of the seminar is to study, discuss and review in writing a representative sample of political and philosophical documents, together with works of art and literature concerning the legacy of Communism and nationalism in Central and Eastern Europe. Participants discuss how these texts and images are related to current problems and difficulties including the failure of former Yugoslavia to prevent ethnic warfare.

*3 credits***RES 310 Capstone Seminar:****Current Topics in Russia and Eastern Europe**

This interdisciplinary seminar, team taught by faculty from different disciplines, focuses on current and changing developments in Russia or Eastern Europe and covers culture, politics, business, and economics, enabling students to integrate their different disciplines in a case-study format. Both oral and written assignments are required, in addition to a special seminar project, designed by the student in close consultation with the instructors. Open to seniors only.

*3 credits***RES 395 Internship in Russian and East European Studies**

Candidates work a minimum of eight hours per week during the semester either for the RES Program director, helping with publicity, coordination and public events, or for an organization or business in the area doing work in Russia or Eastern Europe. Under the direction of a faculty member in Russian and East European Studies, interns must regularly report on their work and must write an evaluation of the experience at the end of the summer. The internship is available only to juniors and seniors minoring in Russian and East European Studies.

*3 credits*

Department of

**Sociology and Anthropology****Professors:** Anderson, Hodgson**Associate Professors:** Fay, Schlichting**Assistant Professors:** Murphy, Rodrigues (*Chair/Internship Co-ordinator*)**Lecturers:** Anderman, Penczer

Sociology is the scientific study of human society and social behavior. It seeks to understand why individuals form groups and how membership in groups influences the individual's behavior. Why do human beings form families? Why do the rich act, and even think, differently from the poor? What makes some people break social rules and others obey them? What holds societies together? Why do all societies change over time? These are questions which sociologists ponder. Anthropology asks similar questions, while emphasizing cross-cultural, cross-disciplinary and longer-term perspectives. Its comparative approach highlights patterns of similarity and difference among human groups, and helps us understand our own practices and those of others in a broader cross-cultural context.

Students majoring in Sociology at Fairfield University begin their study by taking several fundamental courses which provide them with an understanding of the basic concepts and methodology of the field. The student builds on this foundation by selecting from a wide variety of elective courses. Each student is carefully and individually advised throughout his or her stay at Fairfield. The faculty strives to clarify career goals and to put together a concentration of courses and experiences that will ensure for the student intellectual fulfillment and a viable career.

All sociology majors and minors are urged to consult with the Chair and other members of the Sociology Department in planning their academic programs. This is especially important in coordinating particular course concentrations most suitable for individual career goals.



**Requirements for the Major**

Sociology majors take a minimum of 30 credits in Sociology and/or Anthropology, including six required courses: SO 11, SO 112, SO 121, SO 222, SO 328, and SO 329.

**Requirements for the Minor**

Sociology minors take a minimum of 18 credits in Sociology and/or Anthropology, including two required courses: SO 11, and a choice of either SO 222 or 328.

**Internships**

If an internship is taken (for three or six credits), the internship is in addition to the basic requirements of the major or minor.

**Sociology and Non-Majors**

All Sociology and Anthropology courses, except SO 222, 279, 328, 329, and Field Work Placement (SO 397-398), are open to all students without prerequisite.

**Course Numberings**

Course numberings have been changed from the previous catalog, and where this has happened it is so indicated. Courses listed here are not open to students with credit for the old number. Also, students taking sociology courses cross-listed in other departments should be alert to course number changes.

**SO 11 General Sociology**

This course is an introduction to sociology. It aims to provide the student with a sense of sociology's orientation; its particular way of looking at human behavior in the context of people's interaction with each other. The course emphasizes the kinds of questions sociology asks, the methods it uses to search for answers, and how it applies the answers to problems of people's everyday lives and issues of social policy. *3 credits*

**SO 112 American Society**

This course analyzes the dominant ideology and values which have shaped American culture — namely, the Protestant Ethic — and how and why these values are changing. This is followed by an analysis of major institutional trends that have transformed and continue to transform America and the modern world: bureaucratization, industrialization, urbanization, the rise of the business corporation, science, and technology — and the effects of these institutions in producing new personality types, mass society, and rapid social change. Purpose of the course is to provide a macro-sociological framework. *3 credits*

**SO 121 Statistics: Social and Political Data Analysis**

This course is designed to provide a basic introduction to the role of statistical analysis in understanding social and political data. Emphasis is placed upon actual data analysis using the University's computer facilities. An extensive social and political data archive including 1980 Census data, political polls, and national survey data are utilized for computer analysis. *4 credits*

**SO 142 Sociology of the Family**

The family is a basic social institution of all societies. The course begins by examining family systems as they exist in other cultures and in times past. However, the central focus of the course is on understanding the contemporary American family system. American patterns of dating, mate selection, sexual behavior, marriage, parenting, and aging are examined as well as alternative life styles and family instability. *3 credits*

**SO 149 Abnormal Family Interaction**

This course is an attempt to integrate traditional sociological views of the family with the family therapy perspective that emerged from psychiatry in the 1950s. It examines the roots of behavioral and psychological dysfunction in the history and interaction of the family. The course focuses on: (1) marital conflict and divorce; (2) alcoholism, depression, and other individual symptoms; and (3) problems with children. *3 credits*

**SO 151 Sociology of Religion**

This course is a combined theoretical and empirical treatment dealing with: the sociology of religion; the character of religious institutions; the relations of religious institutions with other institutions in society; and the internal social structure of religious institutions. Particular attention is given to the process of secularization in the modern world and the crisis this poses for traditional religion. *3 credits*

**SO 153 Business and Society**

The course examines the role of business historically in the shaping of American culture and society. Specific areas dealt with are the values of American businessmen, the social organization of business, the concept of the corporation, the effects of business on other institutions in society such as education. The increasingly complex relationship between business and the state is examined with special attention to the growth of government regulation, and public debate over the social responsibility of business. *3 credits*

**SO 161 American Class Structure**

This course examines the roots and structure of class in the U.S., as well as the consequences of this hierarchical arrangement on everyday life. Although the primary focus of the course is on social class, the dynamics and consequences of social class cannot be fully understood without addressing the complex interconnections between class, race and gender. *3 credits*

**SO 162 Race, Gender, and Ethnic Relations**

An analysis of sociological and social psychological dimensions of race relations, ethnic interaction, and the changing role and status of women. While the focus of the course is on the American scene, problems of women and minorities in other parts of the world are also examined along with their importance for world politics. What sociologists and social psychologists have learned about improving dominant/minority relations is considered. (formerly listed as *Race and Ethnic Relations*) *3 credits*

**SO 163 Urban/Suburban Sociology**

This course explores the following: "The nature of the city" and growth of metropolitan regions in the contemporary world; the ecological approach and the use of demographic data in the analysis of modern urban communities; social organization of metropolitan regions and the emergence of urban-suburban conflict; "big city" politics, community-control, and regional government as dimensions of organization and disorganization in city life; and city planning and urban development at local and national levels as efforts to solve the urban crisis.

3 credits

**SO 169 Women: Work and Sport**

Sex and gender stratification exists in most areas of everyday life throughout American society. This course concentrates on women in the workplace and in sport. Women's occupational status and the accompanying roles from the colonial period to the present are analyzed from a variety of theoretical perspectives including the biological, social learning and feminist approaches. Since sport is a microcosm of society, the perceptions and experiences of female athletes in twentieth century America are treated as a mirror of the inequality within the larger world.

3 credits

**SO 171 Criminology**

This course examines the origin, causes, and history of crime. It also explores victimless crime, white-collar crime, and organized crime. The control of crime and the agencies of control are also examined as well as the techniques of punishment and rehabilitation.

3 credits

**SO 175 Sociology of Law**

The basis of this course is the relationship of law and society. Several issues explored are the meaning of law, civil disobedience and other challenges, and law as an agent of social change. A major theme of the course is legal equality vs. social inequality — a theme to be analyzed in terms of discrimination against the poor, women, and various racial groups. The second half of the semester is devoted to a discussion of the role of lawyers, the police, and the courts in American society.

3 credits

**SO 183 Public Opinion and Polling**

The course examines the construction and utilization of public opinion surveys. The impact upon the American political process is explored. The question of the role of public opinion in a democratic system of government is also examined in detail. Archive data drawn from private polls, the Gallup and Harris polls are utilized to illustrate the polling process and as a background to the substantive issues which will be discussed.

3 credits

**SO 184 Population: Birth, Death and Migration**

Demography is the study of population. The causes and consequences of population change are studied in detail. Global population problems and those faced by the United States are addressed. Real demographic data is analyzed in a "hands-on" fashion during weekly demographic techniques sessions. (formerly listed as *Demography*)

3 credits

**SO 191 Social Change in Developing Nations**

This course examines the major societal changes occurring in developing countries during the 20th century. Answers are sought to two basic questions: to what extent are the current efforts of Third World nations to modernize comparable to the earlier experience of the United States and Western Europe? How do existing inequalities and dependencies between developed countries and Third World nations affect their chances of modernizing?

3 credits

**SO 192-193 Social Work I and II**

An examination of the field of social work; its concepts, methods, and changing role in present day society; a related explanation of community resources, and how agencies function and change to meet the problems from early childhood to those of the aged, upheavals in family life, and special problems presented by urban living.

6 credits

**SO 222 Methods of Research Design**

A study of the nature and function of the scientific methods as applied to the field of sociology. Emphasis is placed upon survey research design and secondary analysis of existing data. Teams of students design and conduct research projects as part of the course assignments. Prerequisite: SO 11.

4 credits

**SO 279 Seminar: Criminal Justice System**

This seminar explores in detail the workings and problems of the criminal justice system in the United States. In addition to investigating the sources of criminal behavior, the course focuses on the arraignment process, probation, the trial, sentencing, prison reform, and parole. Site visits supplement lectures and discussion. Prerequisite: SO 171.

3 credits

**SO 328 Sociological Theory I**

This course is the first of a two-course sequence in sociological theory. The course concentrates on the theories of Marx, Durkheim and Weber, the founders of modern sociology. It places them and their theories in the context of the social, economic, political and intellectual turmoil of the late 18th and early 19th centuries. Prerequisite: SO 11.

3 credits

**SO 329 Sociological Theory II**

This course is the second of a two-course sequence in sociological theory. The course focuses largely on American sociology and its development during the twentieth century. Structural-functionalism, critical social theory, symbolic interactionism, and biologically oriented theory are examined. Prerequisite: SO 11.

3 credits

**SO 397-398 Field Work Placement**

A one- or two-semester internship program. Students are placed in professional and service settings where they work under supervision and acquire experience in the area they have chosen for their placement. In addition, they are helped to integrate their experiences with the intellectual foundation acquired in their academic courses.

3 or 6 credits

**SO 399 Independent Research**

Upon the request of a student, and by agreement of an individual professor in the department, a student may do a one semester independent study on a defined research topic or field of study. *3 credits*

**AY 110 Physical Anthropology and Archeology**

The study of natural selection, primate evolution, and living primate societies, provides a baseline from which to study the evolution of the human species. The course also traces human cultural and social development from the foraging bands of the first humans to the civilizations that appeared at the dawn of written history. Physical variation among living populations is also studied. *3 credits*

**AY 111 Cultural Anthropology**

Why is there such variety among human societies in the way their members live, dress, speak, behave toward one another, and worship? This course explores the shared patterns of thought, behavior, and feelings – that is, the cultures – of a number of peoples, and offers an explanation for the form they take and the differences between them. A primary goal is to develop a new perspective on the values and institutions of Western culture. *3 credits*

**AY 120 Language, Culture and Society**

This course is a broad exploration of anthropological approaches to the study of humankind's premier symbol system — language. Topics covered include the origins of spoken and written language, language change and variation through time and across space, the appreciation and analysis of language as a system (with examples from phonology, morphology, and syntax), ethnosemantics and the relations between language and thought in different cultures, and the sociolinguistic analysis of conversation and discourse with particular attention to issues of gender and inequality. *3 credits*

**AY 130 Societies and Cultures of Africa and Latin America**

This course is an introduction to the cultural anthropology of two very diverse regions of the world. Africa and Latin America/the Caribbean are both continents with several distinct cultural heritages and a complex blending of the ancient and the modern. The course ranges broadly, exploring the ancient civilizations of each area, the cultural ecology that shapes human behavior and society there, the distinctive cultural patterns that characterize each, the historical and cultural linkages between these two regions, and the similarities and differences in African and Latin American experiences with colonialism, capitalism and development in an increasingly global system. *3 credits*

**AY 140 Marriage in Cross-Cultural Perspective**

This course is an exploration of marriage as a social and symbolic system, focusing on analysis of marriage practices in several ethnographic areas, including Africa, Asia, Latin America, Oceania, Europe and the contemporary U.S. The goals of the course are to expose students to a range of theoretical perspectives used in anthropology, and to guide students to an appreciation of how marriage systems participate in the construction and reproduction of kinship and gender identities, and relations of power, authority, and inequality. *3 credits*

**AY 150 Societies and Cultures of Asia and the Pacific**

This course is an introduction to the cultural mosaic and social dynamics of Asia. While offering an ethnographic and cultural ecological survey of geographical Asia, the course focuses mainly on three regions: South Asia, mainland and insular Southeast Asia, and East Asia. In each region we explore the historical development of high civilizations, the transformation of society and culture through the era of colonial domination, and the rapid and profound changes affecting the regions as they modernize and articulate with a global economy. *3 credits*

**AY 168 Women and Men:****The Anthropology of Gender**

Through a comparison of selected Asian, Middle Eastern, African, and Native American societies, this course explores the ways that culture can mold the biological facts of sexual difference into socially accepted behavior, creating two, and sometimes more, genders. Topics include the allocation of work, power, and prestige between men and women, the belief systems that legitimate gender roles, and some possible causes for the wide variation that exists among cultures. *3 credits*

**AY 199 Societies and Cultures of East Asia**

This course is a survey of social and cultural patterns in the East Asian societies of China, Japan and Korea. The lectures and readings are designed to provide an overview of the shared traditions and cultural histories of the region, and to explore the specific local-level circumstances that make each society unique. The class analyzes contemporary ethnographies and other works that describe the relationships in each cultural tradition among several domains, including: family, marriage and kinship; ecology, economics and politics; community organization and stratification; religion and cosmology; social change and modernization. *3 credits*

**Spanish**

*(See Modern Languages and Literatures)*

**Theatre**

*(See Visual and Performing Arts)*



Department of

## Visual and Performing Arts

**Professors:** P. Eliasoph, O. Grossman

**Associate Professors:** LoMonaco, Schwab (*Chair*), Yarrington

**Assistant Professors:** Escobar, Mayzik, S.J., Millar, Porter

**Instructors:** Shillea, Torff

**Lecturers:** Balling, Clarke, Connell, Davis, Doktorski, Fitzsimmons, Franklin, Fumasoli, Haggstrom, Maxwell, Mendelsohn, Mennonna, Mille, Miller, Nash, Ramirez, Seng, Sill, Snyder, D. Steffen, Van Cleve

**Instrumental Instructors:** Baranski (*popular piano*), Chividian (*violin*), Clark (*electric bass*), Clymer (*trumpet*), Ellis (*bassoon*), Ewell (*cello*), Forgey (*flute*), Fumasoli (*trombone*), Hannah (*viola*), Jones (*voice*), Mulvaney (*drums/percussion*), Naha (*guitar*), Oppenheimer (*harp*), Shillea (*clarinet*), Sonkin (*classical piano*), Spaulding (*french horn*), Van Cleve (*oboe*), Vigdor (*saxophone*)

The **major** consists of a minimum 30 credits of coursework in the Department of Visual and Performing Arts which must be completed in a single area of concentration chosen by the student. Areas of concentration available to majors are: Art History (AH), Music (MU), Studio Art (SA), and Theatre (TA).

A minor in Visual and Performing Arts can be obtained upon completion of 18 credits in one of the five areas of concentration: Art History (AH), Film and Television (FM/TL), Music (MU), Studio Art (SA), or Theatre (TA).

For further information about the curriculum and areas of concentration, consult the Program Directors:

Art History:	Philip Eliasoph
Film and Television:	James Mayzik, S.J.
Music:	Brian Torff
Studio Art:	Jo Yarrington
Theatre:	Martha LoMonaco

In order to satisfy the Visual and Performing Arts core requirement of six credits, students must take three credits in a lecture course from the areas of art history, music history, theatre, or film history. The remaining three credits may be taken from any of the Visual and Performing Arts course offerings.

Studio art and film and television courses require a materials fee. Students enrolling in these courses will be billed \$35 per student per course.

### *Facilities, Resources, Internships, Performing opportunities*

- Galleries include the Lukacs Gallery for contemporary art, the Thomas G. Walsh Gallery, and experimental galleries for student work.
- A long-term loan of plaster casts from the Metropolitan Museum of Art, representing masterpieces from ancient Greece and Rome, provide students in the Art History and Studio Arts Programs additional opportunities.
- A MIDI-lab for music based computer software and orchestra and jazz performances at the Kelley Theatre and experimental Black Box at the Quick Center for the Arts for students in the Music Program.
- Exceptional equipment and studio facilities in Xavier give students in the Film and Television Program opportunities.
- The renovated PepsiCo Theatre, with its intimate theatre, dance studio, and design studio, is the home of Theatre Fairfield, the production wing of the Theatre Program.

### **Facilities and Resources**

Galleries on campus include the Lukacs Gallery for contemporary art, the Thomas J. Walsh Gallery, and experimental galleries for student work. A collection of casts on long-term loan to Fairfield from the Metropolitan Museum of Art provides students in Art History and Studio Art with opportunities for work in the areas of research and conservation; the casts represent masterpieces from ancient Greece and Rome. Students in the music program make use of a MIDI-lab for music-based computer software. Also available to them are facilities for orchestra and jazz performances located in the Quick Center for the Arts as well as assorted practice rooms. Exceptional equipment and studio facilities are available in Xavier Hall for students in the Film and Television Program. Finally, the renovated PepsiCo Theatre and its intimate theatre, dance studio, and design studio, is the home of Theatre Fairfield, the production wing of the Theatre Program.

### **Internships**

Students who major or minor in the Visual and Performing Arts are also eligible for **internship programs**. Students may receive credit for gaining valuable practical experience in a variety of activities. Available internships include work at the university's Thomas J. Walsh Art Gallery in the Regina A. Quick Center for the Arts, local galleries, museums, historical societies, television

and radio stations, art studios, professional theatres and production companies. In addition, music students may intern in the management offices of the Greater Bridgeport Symphony Orchestra or the Connecticut Grand Opera and Orchestra in Stamford.

### Performance Opportunities

In addition to its regular courses, the Department sponsors a number of **student performing groups** including the Chamber Singers, the Fairfield University Symphony Orchestra, the Flute Choir, the Jazz Ensemble, and the World Music Ensemble. Members of these performing groups receive one credit for each semester. After three semesters, students may use the three credits to fulfill half of the Visual and Performing Arts core requirement. All additional credits earned in music performance are considered as supplementary; they do not count toward graduation requirements. A non-credit performing organization is the Glee Club, sponsored by Student Services.

The Department also sponsors **Theatre Fairfield student productions** in the PepsiCo Theatre and in the Regina A. Quick Center for the Arts. Four performances annually feature student casts, production and management personnel. Students perform in works from classic and current repertoire using the newest theatrical technology.

## Programs

### I. Art History

**Program Director:** P. Eliasoph

**Faculty:** Escobar, Mille, Schwab, Sill

We live in a visual world and the field of art history is an essential tool for experiencing humanity's visible achievements. The Art History program has expanded in recent years and now offers a complete academic curriculum covering all the major movements and periods of western civilization as well as courses on the arts of Asia, the Americas and Africa.

The Art History program has successfully attracted many motivated and creative undergraduates who demonstrate their broad understanding and appreciation for the visual arts of painting, architecture, sculpture, photography and graphics. Art History students develop critical skills of evaluation through a cycle of courses studying the artistic heritage of the Ancient, Medieval, Renaissance, Baroque, Modern, and American in the Western experience and the artistic heritage of Asia, Africa and the Americas.

The Art History program has a range of goals including:

- enabling students to develop a visual vocabulary
- developing multiple perspectives on key paradigm monuments in their cultural contexts
- establishing an understanding of the cross-disciplinary nature of art history as a gateway connected to the humanities and liberal arts
- developing a student's abilities to organize ideas, respond, write and speak coherently about representational issues
- encouraging students to take advantage of the world-class museums and collections in Connecticut and New York City
- motivating each student to attain direct involvement and aesthetic pleasure from the knowledge and comprehension of world art

With a strong emphasis on the relationship between historical research, written analysis and observational interpretation, students of Art History come to possess a powerful visual vocabulary. Coursework leads to a capstone experience with either a seminar or an independent study during the senior year. These interpretive skills are essential for professional gateways into teaching, museum and gallery curating, marketing and media careers, as well as nearly every job requiring visual analysis. Previous students have earned positions in leading museums, art galleries, auction houses, publishing, architecture, and various design fields, as well as university teaching. Equally, a strong liberal arts education based in Art History has given students the necessary preparation for careers in medicine, law, management, and international relations.

Among the many outstanding resources and programs available to Art History students are specially arranged visits to major museums in New York and Connecticut with "behind the scenes" tours by curators; internships at regional museums and cultural organizations; "hands on" apprenticeships at the university's Thomas J. Walsh Art Gallery in the Quick Center for the Arts; and ongoing research with the university's Metropolitan Museum of Art Cast Collection. All Art History majors are encouraged to participate in the university's international study opportunities, including the academic semester/year in Florence at the Lorenzo de'Medici - Art Institute of Florence. Since Art History is not a field presented to most high school students, declaration of the major often takes place once the student completes the general survey sequence. The Art History program allows students to integrate and expand their humanities experiences at Fairfield into a highly professionalized course of study with several rewarding career outcomes.

All Visual and Performing Arts majors concentrating in Art History are required to take 30 credits as follows:

**At least two of the following courses:**

AH 10	Origins and Transformations in Western Art	3 credits
AH 11	Visual Culture Since 1400: Expression and Experimentation	3 credits
AH 12	Introduction to the Art History of Asia, Africa and the Americas	3 credits
<i>Subtotal Art History credits</i>		<i>6 credits</i>

**At least one course from each of the five following areas:**

(Students may take four 100- or 200-level courses in these areas, but one 200-level course must be completed for the requirement of the major. Note: before proceeding to any 100- to 200-level courses, students are advised to first complete at least one of the introductory courses – AH 10, 11, or 12.)

**Ancient/Non-Western**

AH 100	Arts of India, China and Japan	3 credits
AH 110	Ancient Near East, Egypt, Aegean Bronze Age	3 credits
AH 111	Greek Art and Archaeology	3 credits
AH 112	Etruscan and Roman Art and Archaeology	3 credits
AH 113	Art and Archaeology of Ancient Egypt	3 credits
AH 210	Myth in Classical Art	3 credits

**Medieval**

AH 120	Art of the Medieval World	3 credits
AH 121	The Celtic World and Early Irish Art	3 credits

**Renaissance**

AH 130	Renaissance Art in Italy	3 credits
AH 135	Renaissance and Baroque Architecture	3 credits
AH 230	Northern Renaissance Art	3 credits

**Baroque**

AH 140	Baroque Art	3 credits
AH 240	Dutch and Flemish Painting	3 credits
AH 242	The Arts of Spain and its World, 1474-1700	3 credits

**Modern/American/Photography/  
Graphics/Architecture**

AH 150	NeoClassical and Romantic Art	3 credits
AH 152	Modern Art	3 credits
AH 154	Impressionism and Post-Impressionism	3 credits

AH 160	World Architecture	3 credits
AH 161	American Architecture	3 credits
AH 162	American Sculpture	3 credits
AH 163	Art in America: Colonial and Early Republic	3 credits
AH 164	American Art: Civil War to Civil Rights (1860-1960)	3 credits
AH 172	History of Photography	3 credits
AH 174	History of the Graphic Arts	3 credits
AH 180	The Theory and Practice of Architecture	3 credits
AH 191	Art & Mythologies of Nazi Germany, Fascist Italy, Bolshevik Russia	3 credits
<i>Subtotal Art History credits</i>		<i>15 credits</i>

**Other 200-level courses:**

AH 290	Special Topics Seminar	3 credits
AH 295	Museum/Gallery Curating	3 credits

**At least one 300-level course recommended for students in the Senior Year:**

AH 300-	Independent Study/Internship/ 310 Art Abroad/MMACC	3 credits
AH 311-	Capstone Seminar 330	3 credits
<i>Subtotal Art History credits</i>		<i>3 credits</i>

**At least one Studio Art course:**

SA 100	Foundation Studio	3 credits
SA 120	Drawing I	3 credits
SA 121	Painting I	3 credits
<i>Subtotal credits</i>		<i>3 credits</i>

**TOTAL**

**30 credits**

**To complete a minor in Art History, students must complete a total of 18 credits as follows:**

Two courses selected from		
AH 10, 11, or 12		6 credits
One studio art course (practical)		3 credits
Any three upper level art history courses		9 credits
<b>Total for minor</b>		<b>18 credits</b>

The format of all art history courses is illustrated slide lectures with informal student discussion. The rich heritage of the visual arts is presented in these slide lectures allowing students to observe the vast panorama of the visual arts. The courses listed below focus on developments from pre-history to the present.

All Art History courses count as "history of" for the Visual and Performing Arts core.



### **AH 10 Origins and Transformations in Western Art**

From the mysterious depths of paleolithic cave painting to the soaring heights of Gothic cathedral vaulting, this course surveys the early history of Western Art. We begin with the origins of art-making in prehistoric, Mesopotamian, Egyptian, Greek, and Roman cultures. Then, the transformations of these ancient traditions in the arts are viewed in Early Christian and Medieval societies. The course offers students a working vocabulary with which to compose visual analyses of works of art and evaluate them in a social and historical context. One class takes place on location at the Metropolitan Museum of Art in New York. *3 credits*

### **AH 11 Visual Culture Since 1400: Expression and Experimentation**

This course explores the ways in which people have used images to record their world. From the development of linear perspective in the early Renaissance to the assimilation of advances in optical sciences in the Baroque to the incorporation of photography in the nineteenth century, art has responded to technological advances and created distinct and expressive visual cultures. Exploring painting, sculpture, the graphic arts, and architecture, students learn to analyze how the contemporary world is designed and defined by a visual heritage that incorporates historical images into film, television, and market-driven advertising. One class takes place on location at the Metropolitan Museum of Art in New York. *3 credits*

### **AH 12 Introduction to the Art History of Asia, Africa and the Americas**

In this introductory lecture course works of art and architecture from each continent are examined to understand the respective traditions of Asia, Africa and the Americas. Emphasis is given to a selection of examples within a chronological sequence. Different art historical approaches are essential and pragmatic as the material culture from each of these three areas is studied. India, China and Japan form the basis for the study of Asia. Cultures designated by their geographical locations provide a frame of study for African Art. The Americas are represented by Pre-Columbian, Northwest Coast, and Native American visual arts. Emphasis is given to art collections in New Haven and New York City, and one bus trip will be organized during the semester to offer students a first-hand experience studying original works of art. *3 credits*

**Note:** To enroll in any art history course numbered AH 100 or higher, students are advised to complete at least one of the introductory courses: AH 10, 11 or 12.

### **AH 100 Arts of India, China and Japan**

This course is a survey of the art and architectural history of three major civilizations in Asia. Sacred and secular material culture in painting, sculpture and architecture are studied during the formation and development of each civilization and compared with their modern achievements. In each instance the scope of history covers at least three millennia. Specific focus is given to the Mauryan, Kushan and Gupta periods in India, to the Chou, Han, T'ang, Song and Ch'ing Dynasties in China, and to the Nara, Heian, Kamakura, Edo, Tokugawa and

Meiji periods in Japan. Emphasis is given to the contrasting periods of isolation and open contact between these civilizations and with those in the west. Collections of Asian art at Yale University and in New York City are highlighted during the lecture course, and trips to study these collections are arranged. *3 credits*

### **AH 110 The Ancient Near East, Egypt and the Aegean Bronze Age**

A survey of the cities and sanctuaries that flourished in Mesopotamia (Ur, Babylon, Nineveh, Persepolis), Egypt (Thebes, Amarna, Karnak, Luxor) and the Aegean basin (the Cycladic islands, Crete, Thera, Troy, Mycenae, Pylos) as early as 3000 B.C., with the invention of writing, and their domination of the eastern Mediterranean into the first millennium B.C. The distinctive artistic developments and architectural forms of these three enduring cultures are analyzed as well as their impact on western civilization. Emphasis is given to objects in area museums, and field trips are included. *(formerly listed as FA 138) 3 credits*

### **AH 111 Greek Art and Archaeology**

This survey covers the major developments in architecture, sculpture and painting from the time of Homer to the collapse of the Hellenistic world. Consideration is given to the formation of the panhellenic sanctuaries of Olympia and Delphi in the Geometric and Archaic periods and the rise of democracy under the leadership of Pericles in Athens culminating in the Parthenon of the High Classical period, to the creation of an empire under Alexander the Great. The legacy of the Greek achievement is explored in the context of its impact on the Roman world and later art. Emphasis is given to objects in area museums, and field trips are included. *(formerly listed as FA 139) 3 credits*

### **AH 112 Etruscan and Roman Art and Archaeology**

A survey of the arts of the Etruscans, predecessors to the Romans on the Italic peninsula, and its impact on the Roman Republic. The development of Roman art and archaeology is traced from the Republic to the late empire, from the center of Rome and the achievements of Augustus to the official recognition of Christianity by Constantine the Great. Consideration is given to the influence of the Greek legacy and Roman developments. Emphasis is given to objects in area museums, and field trips are included. *(formerly listed as FA 140) 3 credits*

### **AH 113 Art and Archaeology of Ancient Egypt: Images for Eternity**

The course is devoted to the history of ancient Egyptian art from the Predynastic Period (ca. 4200 BCE) to its last manifestation in the time of the Roman occupation (100 CE). The survey focuses on major themes, important stylistic movements, and selected masterpieces of Egyptian architecture, sculpture, reliefs, painting and minor arts. Consideration is given to the formation of major arts in the Predynastic Period; great monuments of the Old Kingdom such as Djoser, Cheops and Chephren Pyramid complexes; classical art of the Middle Kingdom with the royal temples, pyramids and tombs at Lisht

and Deir el Vahri; New Kingdom temples at Karnak and Luxor, and the splendor and revolution of Amarna art. Emphasis is given to the objects in area collections, especially in the Metropolitan Museum of Art. *3 credits*

### **AH 120 Art of the Medieval World**

Continuity and change in Christian Art from the catacombs through the building of the great Gothic cathedrals. Byzantine and Romanesque monuments are also included. Painting, the decorative arts, precious masterpieces of church, state, and castle are examined. There will be a field trip to the Cloisters, medieval branch of the Metropolitan Museum of Art, to study from the original. *(formerly listed as FA 141) 3 credits*

### **AH 121 The Celtic World and Early Irish Art**

This course traces the origins of Celtic art from 1500 B.C. to its modern afterlife. The spread of Irish monasticism to a broader European culture and the later complementary appearance in Ireland of Continental styles such as the Romanesque and Gothic are addressed. Specific topics include the sources for Irish Celtic art, the transportable wealth of reliquaries and jewelry, liturgical art such as manuscripts and chalices, the Irish High Cross, monasteries and castles, and 19th and 20th century medieval revivals in America. The course underscores that Irish delight which transforms nature into the imaginary, the monstrous and the magical. *3 credits*

### **AH 130 Renaissance Art in Italy**

In its painting, architecture, and sculpture, we discover the re-emergence of the individual will in Renaissance society. Beginning with the new naturalism of Giotto and continuing through the High Renaissance in Rome with masterpieces by Bramante, Michelangelo, and Raphael, the artist asserted his influence on court and church. A social-economic focus is seen in the rising status of the artist from guild-oriented craftsman to the independent genius acting as the peer of monarchs, clerics and merchant patrons. *(formerly listed as FA 143) 3 credits*

### **AH 135 Renaissance and Baroque Architecture**

Surveying the architecture and urbanism of 15th through early 18th century Europe and its colonial world, this course addresses topics such as the Renaissance revival of antiquity and its impact on architecture, the changing nature of architectural practice, the role of religious orders like the Jesuits in the dissemination of architectural style and taste, and the importance of illustrated books in advancing theoretical and practical notions about architecture and the city. The course term paper assignment considers the legacy of Renaissance and Baroque architecture in the United States Northeast. Prerequisite: AH 10 or AH 11. *3 credits*

### **AH 140 Baroque Art**

The 17th century in Europe is marked by profound shifts in religion, society and economics which are reflected in the art produced during that tumultuous period. This course surveys the painting, sculpture, architecture and urbanism of the 17th century, with a focus on France, Italy and Spain. Among the themes explored are the notion of classicism in the arts, the role of academies and the market in promoting the arts, the phenomenal output of portraiture and self-portraiture and the

shaping of cities as works of art. Previous completion of AH 10 or AH 11 is strongly recommended. *3 credits*

### **AH 150 NeoClassical and Romantic Art (18th and 19th Centuries): Reason vs. Passion**

A survey of art and architecture during the turbulent 18th and 19th centuries in Europe and America. Includes the Neo-Classical style favored by Napoleon and Jefferson, the dramatic emotionalism of the Romantic era, the clarity of the Realist style and the revolutionary invention of photography. *(Recommended as basis for studying 20th century painting.) 3 credits*

### **AH 152 Modern Art**

The shifting styles and currents of modern art are studied from the realist Courbet and Manet and their contemporaries to the rebellious years of the Impressionists. The 20th century is explored from the Fauvists' explosion of color to the new spatial-physics of Cubism under Picasso. The triumphs and failures of modern civilization are documented in the experimental efforts of the Constructivists, Dadaists, Surrealists, and Abstract Expressionists. A principal concern in the course is the question: "What is the artist of the 20th century telling us about our world?" *(formerly listed as FA 146) 3 credits*

### **AH 154 Impressionism and Post-Impressionism**

This course studies the 19th century French art movement which revolutionized painting. Monet, Manet, Renoir, and Pissaro will be covered along with their contemporaries in Paris, their students, and followers. The Post-Impressionists with their innovations are also included. Museum trips to study original works are also included. *(formerly listed as FA 147) 3 credits*

### **AH 160 World Architecture**

The major buildings and cities of the Western world, and why and how they were erected. The course concentrates on the influence of economics, sociology, psychology, and the environment on the art of building throughout history. We also consider the engineering aspects of architecture as they developed with special emphasis on the present. The course is intended to develop an appreciation and enjoyment of architecture. *(formerly listed as FA 148) 3 credits*

### **AH 161 American Architecture**

The art of building in America, from pre-Columbian times to the present. Tradition, economics, engineering, and environmental factors influencing its development. We examine the home, the church, the school, the business center, and the sports complex as reflections of the American way of life. Special emphasis is placed on the architecture of today. The aim of the course is to develop an understanding of the man-made environment, and its special relations to ourselves, as individuals and as a society. *(formerly listed as FA 149) 3 credits*

### **AH 162 American Sculpture**

Major periods and landmarks in American sculpture, from the Colonial era to the present, are chronicled and analyzed. The development of American sculpture is set within the framework of Western Art as a whole in order to illustrate American



sculpture's complexity, richness and truly national character. Emphasis is placed on its role in the remarkable flowering of the sister arts of painting, sculpture and architecture during the rise and fall of the Beaux-Arts tradition within the American Renaissance. Two classes will meet at sculptors' studios.

3 credits

### **AH 163 Art in America: Colonial and Early Republic**

The art of colonial America and the Early Republic from the 17th century Pilgrim settlements through the days of the founding fathers; Jefferson's original architecture; and the elegant Federal and Neo-Classic periods up to the Civil War are included. Architecture, painting, sculpture, and the decorative arts will be considered. Field trips and research projects based on original New England buildings, as well as paintings, furniture, etc., in public and private collections. Useful for students interested in American culture, historic restoration/preservation, collecting. Coordinated internship available to qualified students. (formerly listed as FA 152)

3 credits

### **AH 164 American Art: Civil War to Civil Rights (1860-1960)**

This course continues with the arts and architecture of the Early Republic (see FA 152) and expands into the major movements and masters of American art from the Civil War to the present. In tracing the themes and artistic statements of American artists we take special notice of unifying national myths such as: the Founding Fathers, Manifest Destiny, America as the New Eden, the Frontier from the Rockies to the Lunar Surface, Heroes from Davy Crockett to Superman, and America as Utopia. Through the masterpieces of Church, Cole, Homer, Eakins, Sloan, Hopper, Pollock, Rothko, Wyeth, Warhol, and the "Downtown" art scene, we try to determine: "What is uniquely American about American art?"

(formerly listed as FA 153)

3 credits

### **AH 172 History of Photography**

Photography is one of the youngest artistic media, yet is the one most evident in, and crucial to, twentieth-century culture. The history of photography in the nineteenth and twentieth centuries is traced, with emphasis given to the interplay between the growth of photography as an art form and technological developments of the medium, and to the multiple functions filled by photography in modern and post-modern culture. Both photographic movements and the work of individual photographers are stressed, and the relationship of photography to other art forms is analyzed.

(formerly listed as FA 157)

3 credits

### **AH 174 History of the Graphic Arts: Prints, People, Process**

A history of the graphic arts from their beginning in the West until the twentieth century, including the media of woodcut, engraving, etching, lithography and silkscreen. An in-depth look at such master printmakers as Dürer, Rembrandt, Goya and Picasso, as well as an examination of the role of the printed image in dispensing information, illustrating the Bible, providing affordable art for the masses, and expressing the alienation

of the modern artist. We explore the chronological development of techniques, the difference between painted and graphic works in the careers of individual artists such as Whistler, the Impressionists and German Expressionists, as well as the relationship to major themes in European art movements. A field trip to see a collection of prints or an exhibition is scheduled. (formerly listed as FA 155)

3 credits

### **AH 180 The Theory and Practice of Architecture**

This course introduces the student to key principles and moments in the history of the built environment from antiquity to the 20th century. Architecture is considered in its social and political context, paying careful attention to the symbolic meanings that buildings convey. Topics covered in the course include the classical tradition of architectural design, the relationship between architectural practice and technology, the emergence of the capital city, and modern urban concerns such as parks, housing, and public works.

3 credits

### **AH 191 Art & Mythologies of Nazi Germany, Fascist Italy, Bolshevik Russia: Comparative Systems/Outcomes**

This course is an interdisciplinary approach to the visual Zeitgeist of three major political/national crises in Europe between 1917 and 1945. The primary objective is to survey the visual rhetoric of Nazi Germany, Fascist Italy, and Bolshevik Russia through the widest possible definition of the visual arts. In addition to the traditional fine arts of painting, sculpture, and architecture, we also include the mass cultural outlets of film, radio, propaganda posters, and the staging of public events. The class eliminates the distinctions between "high" and "utilitarian" mediums of expression; all means of persuasion are fair game. The intention is to open another window for each student to better understand the complexities of these political/nationalist issues; the "window" is the lens provided by the visual arts and mass media. In doing so, we must recognize how the symbolic languages of mythology were married to political ideologies and shaped public opinion from the national consciousness.

3 credits

### **AH 210 Myth in Classical Art**

Greek and Roman Art is a rich depository of Greek Mythology, with a wide range of representations that evolved over the centuries. As a source of information Classical Art sometimes preserves myths that are otherwise unknown in the surviving literature. In some cases visual representations date earlier than an extant literary description, or they differ in the details of the story. Ancient sources, both visual and literary, are the focus of our study of the Olympian gods, the heroes, Perseus, Herakles, Theseus and Odysseus, the Trojan War, and battles such as the Gods and Giants, Lapiths and Centaurs, and Amazons and Greeks. The appearance of a selection of these myths on specific monuments during certain periods in the Classical world is compared. Emphasis is given to examples in the Metropolitan Museum of Art, the Yale University Art Gallery, and the Metropolitan Museum of Art Cast Collection at Fairfield. Prerequisites for this course include one Art History course below the 200 level or by permission of the instructor.

3 credits



**AH 230 Northern Renaissance Art**

This course surveys the arts of painting, printmaking, and sculpture in the northern and southern Netherlands, Germany, and France from 1400 to 1600. The work of major masters such as Jan van Eyck, Hieronymus Bosch, Albrecht Dürer, and Pieter Bruegel is treated, as well as the development of certain themes particularly popular in northern art, for example, the depiction of popular proverbs, landscape scenes, and scenes of daily life. The relationship of the arts to the rest of society is emphasized. Works in local collections are examined, and a trip will be scheduled to the Metropolitan Museum in New York, which has a superb collection of northern Renaissance art. Previous exposure to the study of art history is recommended. (formerly listed as FA 193) 3 credits

**AH 240 Dutch and Flemish Painting**

This course surveys the art of painting in the northern and southern Netherlands from approximately 1590-1690. The work of major masters such as Rembrandt, Rubens, Vermeer, Van Dyck, and Frans Hals is treated as well as the work of many other masters active in the seventeenth century. Relevant engravings and etchings are also included. The growth in popularity of newer subjects, such as still-lives, landscapes, and scenes of everyday life, is discussed, and problems of their meaning addressed. The relationship of art to society is stressed. Prerequisite: AH 10 or 11. (Not open to students with credit for FA 192). (formerly listed as FA 292) 3 credits

**AH 242 The Arts of Spain and its World, 1474-1700**

This course surveys the art and architecture that was produced in the complex cultural landscape of early modern Spain. We examine what is traditionally called Renaissance and Baroque art in the context of Spain's multicultural past and its ever-expanding role in the Mediterranean and Atlantic worlds. Topics of study include the role of art collections in introducing foreign tastes to Spain, Philip II as a patron of the arts, the building and decoration of El Escorial and the Alcázar in Madrid, Diego Velázquez and the notion of a courtier-artist, the architecture of the Churriguera family and the colonial art and architecture of Mexico and Peru. Prerequisite: AH 11 or special permission. 3 credits

**AH 290 Special Topics Seminar**

An offering for study in-depth of a specific subject in the history of art. Open to selected students. (formerly listed as FA 302 Special Topics) 3 credits

**AH 295 Museum/Gallery Curating**

This course explores the role of museum and gallery curator. Facets of curator's responsibilities are explored dealing with the object, the museum, collectors, federal and corporate funding. Field trips. Art history prerequisites. (formerly listed as FA 240) 3 credits

**AH 300 Independent Study**

An exploration in depth of a specific topic in art history involving independent research and field study. Available to selected students upon approval of faculty and Chair. (formerly listed as FA 300) 3 credits

**AH 308 Art Seminars Abroad**

A ten-day art history study tour of European countries offered annually during Spring recess or after final exams. Students visit major cities, sites, museums, and collections under the direction of a fine arts faculty member. Students may elect to join the tour on a credit basis requiring a paper or project to be submitted six weeks after return. See appropriate faculty member for details. Applications due last week of October, last week of January. (formerly listed as FA 301) 3 credits

**AH 310 Internship**

The Regina A. Quick Center for the Arts provides qualified art history and studio art majors with museum planning, and organizational and exhibition techniques by working on gallery exhibits at the Walsh Art Gallery.

In addition, senior Visual and Performing Arts students may be placed in a number of regional art institutions including theatres, historical societies, and museums for professional internships. These are highly selective and require permission from Professor Philip Eliasoph before registration. (formerly listed as FA 310) 3 credits

## II. Film and Television

**Program Director:** Mayzik, S.J.

**Faculty:** Connell, Davis, O'Neil, Ramirez, Snyder

The Film and Television Minor is designed to provide students with a coherent awareness of the aesthetic, artistic and communicative power of the media of film or television by combining courses analyzing specific genres, styles and structures of film or television with hands-on production courses in either media. Film and television are visual media with a common history but differing characteristic strengths and techniques. Students who minor in film or television are encouraged to explore the capabilities of either media, engaging the imagination and the intellect in a process of creative application.

*Film track courses* survey the origins and development of motion picture art; analyze periods, genres and styles of filmmaking; and offer a hands-on experience of film production technique. In the production courses, students are introduced to the collaborative, creative process of filmmaking, with an emphasis on storytelling through a broad spectrum of aesthetic approaches. Student films produced in the production courses are showcased in a campus film festival.

*Television track courses* survey the technological and stylistic history of the medium; the particular visual and audio language of television texts; the genres, narra-

tive and generic conventions of television; and a hands-on production experience designed to teach skills in studio and remote television production. In the production courses, students produce programs of a variety of familiar genres but are encouraged to push the creative boundaries of the medium. Student programs are aired on a regular nightly schedule on the HAM Channel, the student broadcast TV station.

The HAM Channel operates as a laboratory for production classes in television, and it also functions as a small broadcast television production facility, offering students the opportunity to learn management, production and marketing techniques related to the business of television. A student Board of Directors and an appointed student Executive Director manage the channel and direct the production and broadcast of all programs. The HAM Channel utilizes two fully equipped production studios, Studio A and B in Xalvier Hall, which include state of the art digital cameras, switchers, character generators and editing units.

Minors in Film or Television are encouraged to explore the interconnections between both media and other disciplines of photography, studio arts, music, theater and art history as offered within the Department of Visual and Performing Arts.

The minor is a good introduction for students interested in continuing as professionals in either film or television. Since Fairfield has an excellent reputation and is situated in the greater New York region, many

opportunities exist for internships and entry-level jobs in either media. Many film and tv minors continue to develop their interest through graduate study and have gone on to film school programs in NYU, Columbia, USC and others.

### **Program Detail**

The program includes six courses, or 18 credits.

#### **I. Foundational Course—three credits**

TL 100 Introduction to Visual Arts in Film & Television

Plus a choice of a Track in Film or Television with five three-credit courses (15 credits) distributed as follows:

#### **II. Film History/Theory or Television History/Theory**

At least two required courses, six credits—and no more than nine credits—in the chosen track:

##### **Film Track**

FM 130 Art of Film  
FM 131 The Early Film  
FM 132 The American Film  
FM 133 The Foreign Film  
FM 230 Special Topics in Film

##### **Television Track**

TL 101 Art & Language of Television  
TL 102 Television Drama  
TL 103 Documentary Television  
TL 104 Television Comedy  
TL 105 Children's Television  
TL 106 Video Art

#### **III. Film Production or Television Production**

Two required courses, six credits—in the chosen track:

##### **Film Track**

FM 134 Filmmaking I  
FM 320 Filmmaking II

##### **Television Track**

TL 130 HAM Television Production I  
TL 230 HAM Television Production II



**IV. One Elective Course**

An additional Film or TV History/Theory Course—three credits—from section II above, or one course from the following:

**History/Theory**

- AS 127 America in Film
- AH 157 History of Photography
- AH 191 Art & Myth of Nazi Germany, Fascist Italy, Bolshevik Russia (many film components)
- EN 379 Film in Literature
- EN/W343 Dramatic Writing for Film & Television

**Production/Studio**

- FM 300 Independent Study Film
- FM 310 Film Internship
- SA 114 Time Arts
- SA 124 Photography I
- SA 224 Photography II
- TL 300 Independent Study TV

- MD 415 Intro to CD ROM
- MD 450 Computer Graphics
- MD 456 On Line Information Utilities

(Note: Three MD graduate courses may be taken with approval of Graduate School of Education and Allied Professions)

With approval of Program Director, students may, by exception, 'cross tracks' to take courses in which they are particularly interested.

**PROGRAM SUMMARY**

Introduction to Visual Arts Film & TV	3 credits
Film or TV History or Theory (two or three* courses)	6-9 credits
Film or TV Production (two courses)	6 credits
Elective (*can be another History/Theory course)	3 credits
<b>TOTAL (six courses)</b>	<b>18 Credits</b>

**FM 130 Art of Film: Production & Appreciation (H)**

Covers such aspects of film production as technological development, camera movement, composition, lenses, angles, lighting, sound, editing, animation, and special effects. The course provides an overview of the art of film as related to realistic and expressionistic film theories through study of experimental, documentary, and feature films. In addition, students will work up a script, storyboard, and make a simple film of their own. This course is recommended for no-majors fulfilling a Visual and Performing Arts core requirement. For students interested

in pursuing the Film Track of the minor, this course is a prerequisite for Filmmaking I. (formerly listed as FA 130)

3 credits

**FM 131 The Early Film (H)**

Course is both a survey of world film history and an introduction to film criticism and analysis. The course will consider the early film with emphasis on the origins and development of the techniques of motion picture art. Relevant genres, filmmakers such as Griffith and Eisenstein, and historical events will be traced from the nickelodeon era through the emergence of sound in the 1930's. (formerly listed as FA 131)

3 credits

**FM 132 The American Film (H)**

Course covers the period in the history of film from the early sound films of the '30's to the present. Critical analysis and discussion will center on major technological advances, historical-social influences, prominent filmmakers such as Ford and Capra, genres, and themes in the era of the Hollywood film. (formerly listed as FA 132)

3 credits

**FM 133 The Foreign Film (H)**

Covers period from early sound films of the '30's to the present. The course will survey classic films, important directors, and major developments in the cinema of such countries as Germany, Russia, Italy, France, Sweden, and Japan. Emphasis is placed on the individual cinematic style and social-political climate of the countries chosen for discussion, including such movements as French New Wave and Italian Neo-realism. (formerly listed as FA 133)

3 credits

**FM 134 Filmmaking I (H)**

As the first course in the production application of the Minor, students are introduced to the basic equipment, technique and art of motion picture photography and editing. Film types and exposures are examined, camera techniques are practiced, lighting and digital editing exercises are assigned. Students begin with 35mm photography and progress to 16mm motion picture photography, and learn about production details of filmmaking. A short film is produced and edited. Prerequisites: TL 100 and FM 130.

3 credits

**FM 230 Special Topics in Film (H)**

Each semester, this course will take up a different aspect of film study. The course may concentrate on a specific genre (e.g. horror, non-fiction) or the films of an important director (Hitchcock, Huston) or on a particular theme (e.g. the mythic hero.) Topics for a given semester will be announced before registration.

3 credits

**FM 320 Filmmaking II (H)**

This course offers Film track Minors advanced instruction in the use of 16mm film cameras, sound equipment and editing systems, screenwriting, producing, and direction of actors. Students work in groups to write, direct and produce short narrative films. Prerequisite: FM 134.

3 credits

**TL 100 Introduction to the Visual Arts of Film and Television (H)**

This course examines the history and relationship of the arts with the visual and audio media of film, video, photography, radio,



and computers, and their impact upon and reflection of the human condition. It explores how each of these new art media codifies reality, the meaning of images, and their effect on human perception and psychology. Topics will include the contrast between visual and verbal (or written) modes of expression; the interplay of color, light and sound on human emotion; visual storytelling; and the nature of creative intuition. This course is designed to introduce film and television as creative arts, and aid the student to "see" film and television as creative art-making on multiple levels. This course is strongly recommended for non-majors, especially those interested in fulfilling a visual and performing arts core requirement. *3 credits*

## TL 101 The Art and Language of Television (H)

A basic introduction to the study of television, this course introduces different theoretical approaches to explore the visual and audio style of various television texts, their narrative and generic conventions, the practical implications of aesthetic choices and the meanings and pleasures generated. The course reviews the historical roots of television content and technology, and its particular relationship with film. The course examines the evolution of the many program types found on broadcast and cable television and defines the criteria for evaluating idea, story, structure, format and types, performance, and production values. From the study, the student proceeds to the creation of program ideas and the development of treatments and presentations. This course is strongly recommended for non-majors and students interested in fulfilling a visual and performing arts core requirement. *3 credits*

## TL 130 HAM Television Production I (A)

This course offers an intensive introduction to the art and technology of creative television production, and the operation of a small broadcast facility. The course emphasizes the technical and aesthetic relationship to film production. The first part of the course instructs students on the use of cameras, audio, lighting, editing, set design in a series of small projects completed individually and with partners. The second part of the course introduces class participants to the ongoing production of programs for and operation of the HAM Channel. Students in HAM TV I assume technical roles in program, commercial and promotional production, and will assist in areas of publicity, commercial sales and staff business. Successful completion of the course qualifies students to assume managerial roles at the HAM Channel and also qualifies them to produce their own shows for broadcast on the channel. *3 credits*

## TL 230 HAM Television Production II (A)

This course offers an advanced experience of television production and station operations. Students are expected to have completed HAM Television Production I, and assume roles as producers, writers, designers and directors of channel series and specials, and to participate in the day to day management of the studio and channel. Executive Board Members of the HAM Channel must be in this class or have already completed it. Advanced video production is encouraged, including experimental narrative and non-narrative videography. (Prerequisite: TL 130) *3 credits*

## III. Music

**Program Director-Jazz:** Torff

**Program Director-Classical:** Shillea

**Faculty:** Balling, Clarke, Forgey, Fumasoli, Grossman, Maxwell, Mennonna, Nash, D. Steffen, Van Cleave (Instrumental Instructors, see pg. 154)

The Department of Visual and Performing Arts offers a concentration in Music, which aims at a balance between history and theory.

## Visual and Performing Arts Major with a Concentration in Classical Music

1. MU 10 Survey of Musical Styles 3 credits
2. Music Theory 6 credits  
 MU 150 Music Theory and Composition I  
 MU 250 Music Theory and Composition II
3. Music History 6 credits  
 Students must choose two of the following courses:  
 MU 242 Music of the Classical Era  
 MU 243 Nineteenth Century Romanticism in Music  
 MU 244 Music of the Twentieth Century
4. Elective Courses 6 credits  
 Students must choose two of the following courses:  
 MU 111 The Life and Music of George Gershwin  
 MU 120 The History of Song  
 MU 121 The History of Music for the Orchestra  
 MU 123 A Survey of Piano Music  
 MU 125 Women in Music  
 MU 251 Performance Workshop
5. In addition, the student will take nine credits within the department in consultation with the music faculty. 9 credits

**TOTAL 30 credits**

**The Department of Visual and Performing Arts also offers three options for a minor in Music:**

1. Minor in Classical Performance
2. Minor in Jazz/Popular Performance
3. Minor in Music History

## The Performance Minors

The minors in both classical and jazz performance enable talented music students at Fairfield University to engage themselves in a serious performance minor that will be a challenging addition to their liberal arts education. For students who do not wish to major in music, but still want to continue less than casual study of the discipline, this program will insure that they can continue to develop their skills in a concentrated program. Lesson scholarships may be available for those participating in Chamber Singers, Jazz Ensemble, and Orchestra. Scholarship decisions are based upon demonstrated ability, serious interest, and need.

### Minor in Classical Performance: (18 credits)

Performance*	6 credits
MU 10	3 credits
MU 150 and MU 250	6 credits
Special Topics in Western Art Music (one course)**	3 credits

\* Performance includes: Ensemble (Chamber Singers, Orchestra, Flute Choir), Performance Workshop, or Private Lessons. (Although they are recommended by the department, lessons are an additional cost to the student and will not be mandatory to complete the performance minor.)

\*\* Special Topics will include: MU 111, MU 120, MU 121, MU 123, MU 124, MU 125, MU 145, MU 242, MU 243, MU 244. Internships may be approved for distribution into the minor on a case-by-case basis with approval of the Program Director, Department Chair, and Dean.

### Minor in Jazz/Popular Performance (18 credits)

Performance/Jazz Ensemble and/or Lessons	6 credits
MU 101	3 credits
Choice of: MU 100, MU 102, MU 110, MU 112, or MU 122	3 credits
MU 155 and MU 156	6 credits

History courses will include two choices from the following: MU 100, MU 101, MU 102, MU 110, MU 122

### Minor in Music History (18 credits)

MU 10	3 credits
MU 150 and MU 250	6 credits
MU 242, MU 243, or MU 244	3 credits
Additional six credits within the area of classroom music history	6 credits

## Ensemble Groups and Applied Lessons:

Orchestra: Richard Shillea  
Jazz Ensemble: Brian Torff  
Glee Club/Chamber Singers:  
Carole Ann Maxwell  
World Music Ensemble: Brian Torff  
Flute Choir: Leslie Forgey  
Applied Music Lessons: Richard Shillea

## A. Music History

A = Applied Music

H = Music History

### MU 10 Survey of Musical Styles (H)

This course assumes no knowledge of music. Through listening to live and recorded music, it enhances the student's enjoyment and understanding of music. An overview of the history of music, stressing the relationship between the art of music and the history of humanity. No prerequisites.

(formerly listed as FA 80)

3 credits

### MU 100 American Popular Music (H)

This course will survey American music in the cultural context in which it was created. The music of the native American and the colonial era will be studied, followed by African-American music, Civil War songs, gospel, and the fusion of different cultures to form the original American voice. The blues, jazz, Tin Pan Alley, folk, country, and musical theatre will be surveyed as it evolved into rhythm and blues, rock, and rap music. Students will be able to differentiate between contrasting American styles, and be able to fully explain the reasons for their musical evolution. No prerequisites.

(formerly listed as FA 186)

3 credits

### MU 101 The History of Jazz (H)

This course traces the development of American jazz from its origins in black musical traditions. We will examine the roots of jazz in ragtime, blues, worksongs, and march music. The developments of different jazz styles will be studied such as dixieland in the 20's, swing in the 30's, bop in the 40's, and continuing to the present. Special emphasis will be placed upon connecting the historical period with the music of jazz – America's original art music. No prerequisites.

(formerly listed as FA 187)

3 credits

### MU 102 The History and Development of Rock (H)

This course will survey the musical and social trends which resulted in the emergence of rock and roll as an important musical and cultural force in America. We will trace the roots of rock, blues, and country styles, showing how they merged with popular music. Periods from the 1950's to the present will be studied, along with Elvis Presley, Chuck Berry, Little Richard, the Beatles, the British invasion, folk music, Bob Dylan, jazz and art rock, Jimi Hendrix, the west coast movement, and the music industry. Students will be able to

understand, discuss, and differentiate between stylistic periods and their historical relevance to American culture. No prerequisites. *(formerly listed as FA 86)* 3 credits

**MU 110 The American Composer (H)**

This course surveys the contributions of the American composer from Leonard Bernstein and Frank Zappa to Laurie Anderson, Charles Ives, and George Gershwin. The composer is studied from a biographical point of view and correlated to the music contributed to American culture. Classical, blues, jazz, rock, Broadway, and many other genres will be covered through the work of prominent songwriters and composers. No prerequisites. *(formerly listed as FA 187)* 3 credits

**MU 111 The Life and Music of George Gershwin (H)**

This course focuses on the life and music of one of America's greatest composers, George Gershwin. At home in popular as well as serious music, Gershwin is beloved for his popular songs written for Broadway shows and Hollywood musicals, and concert works such as *Rhapsody in Blue* and *An American in Paris*. He led a fascinating life that illuminates the decades of the 1920's and 1930's. We will study his life and music through readings, movies, listening, and class discussion. No prerequisites. *(formerly listed as FA 85)* 3 credits

**MU 112 The Music of Black Americans (H)**

This course is a musical and historical survey course of African American music and its important contributions to American culture. African heritage, slave songs and the colonial era will be studied followed by the role of black Americans in the music and culture of the Revolutionary and Civil War periods. The evolution of the spirituals, minstrel songs and ragtime as it relates to dance forms will be examined along with the role of blacks as performers and composers in classical music and music of the theater. The final section will study the blues as it evolves into jazz, soul, reggae, funk, disco and rap. This course will take a look at racism and issues of gender in America, and how musicians of diverse backgrounds have collaborated and contributed to the evolution of American music despite prejudice and adversity. This course meets the diversity requirement. 3 credits

**MU 120 The History of Song (H)**

This course will examine the history of our most popular modern music, the song. We will study historical antecedents from the international genres of the Middle Ages through to early Twentieth Century popular song. We will then explore the most popular songwriters/performers of our recent generations influenced by folk, country, jazz, and popular elements, such as Joan Baez, Bob Dylan, Billy Joel, Barbra Streisand, Bette Midler, Dolly Parton, Bonnie Raitt, Michael Bolton, Natalie Cole, Whitney Houston, The Beatles, Chicago, Manhattan Transfer, etc. No prerequisites. *(formerly listed as FA 196)* 3 credits

**MU 121 The History of Music for the Orchestra (H)**

This course traces the development of the symphony orchestra, one of the most important cultural institutions of the modern age. From its beginnings in the small private bands of the nobility, we will follow its growth to the huge public institutions of today. The course will concentrate on the rich musical heritage created for the orchestra as well as the social factors influencing the orchestra. No prerequisites. *(formerly listed as FA 188)* 3 credits

**MU 122 World Music History and Ensemble (H)**

The World Music History and Ensemble course involves both a survey of and practical, hands-on-instruments, experimentation with world music styles, including African, Brazilian, African-American, Native American, Latin American, Indian, and South Asian. The course will be composed of two main parts: a formal weekly lecture and a practice or performance session. During the latter session, students will learn to play (primarily African) percussion instruments and be encouraged to see them as the first building blocks of much larger units of ethnic, folk, traditional, or popular ensembles. Students will also be made aware of corresponding songs and traditions as part and parcel of the process of learning about music of other worlds. This course will link history, tradition, music and culture while introducing students to the contribution of a wide range of cultures to the world of music and to the widespread belief that music is a universal language. Finally, students will be given the opportunity, a required component, to perform as a class or an ensemble on set show-and-tell occasions that might be open to invited guests and/or Fairfield University community as a whole. No previous musical experience is required for enrollment in this course. No prerequisites. *(formerly listed as FA 179)* 3 credits

**MU 123 A Survey of Piano Music (H)**

No instrument has been more important than the piano in the development of music from 1750 to the present. It has been central to classical, jazz, and popular music. It has been the most important household instrument for over 200 years. This course will trace the development of the piano and piano music from its origins in Italy around 1730 through the present, and will examine the different uses of the instrument in classical, jazz, and popular music. There is no prerequisite, but the course will be more enjoyable for those who have some piano background. *(formerly listed as FA 189)* 3 credits

**MU 124 Bach and Beethoven (H)**

This course examines the lives and music of two masters. The first half of the course explores the great secular and religious music of Johann Sebastian Bach, the last great exponent of baroque style. The second half of the course investigates the life and works of Ludwig von Beethoven, the composer who more than any other represents the struggle for artistic truth. No prerequisites. *(formerly listed as FA 181)* 3 credits



**MU 125 Women in Music (H)**

This course will study the contributions made by women to music. We will examine the work of women from the Ninth century through the present, particularly their work in four main areas: as teachers, composers, performers, and patrons. Some of the women studies may include Hildegard of Bingen, Eleanor of Aquitaine, Clara Schumann, Katherine Medici, and Nadia Boulanger. These women will be considered not only in relationship to their artistic accomplishments, but also in an intellectual and cultural historical perspective. No prerequisites.

3 credits

**MU 145 Technology and Music in the Twentieth Century (H)**

This course will examine the changes which have taken place in the music world thanks to the advance of modern technology. Even as early as the final decades of the 1800's, technological advances have radically changed the course of music history, and we will focus on the effects these changes have had on the performer, the composer, and the audience. This has created some interesting new approaches to both art music and popular music, so we will look at the artistic and sociological implications of the invention of recording, radio, television, talking film, electronic music, compact discs, portable keyboards, etc. Although some demonstrations will take place in class, this course is primarily a history course, and will not integrate instruction in the technical performance aspects of the technologies studied. The semester may include some field trips to concerts or electronic music studios. (cluster course)

3 credits

**MU 242 Music of the Classical Era (H)**

During the Classical era (about 1750 to 1830) music shifted from an aristocratic concern to the favorite popular art of the middle class. The course will examine the lives and music of the three most important composers of this period — Haydn, Mozart, and Beethoven. Prerequisite: MU 10 or equivalent.

(formerly listed as FA 182)

3 credits

**MU 243 Nineteenth Century Romanticism in Music (H)**

This course is a comprehensive survey of the 19th century Romanticism in music. The music of the Romantic era contains some of the richest masterpieces in music history. In addition to the music of Beethoven, Chopin, Verdi, Wagner, etc., the course will consider the relationship between music and the other arts. Prerequisite: MU 10 or equivalent.

(formerly listed as FA 183)

3 credits

**MU 244 Music of the Twentieth Century (H)**

This course is an introduction to the mainstreams of music of our time. We begin with Debussy, Ravel and the French moderns. After investigating the music of Stravinsky, Bartók, and other European composers, we will conclude with such modern trends as electronic music, film music, jazz, and popular music. Prerequisite: MU 10 or equivalent.

(formerly listed as FA 184)

3 credits

**B. Music Theory****MU 150 Music Theory and Composition I (A)**

This course introduces students to the basic concepts of music theory and beginning compositional skills. Starting with the notation of pitch and rhythm, the course investigates the major/minor key systems, intervals, chord construction, melody writing and rudimentary harmonization. No background in music is expected. (formerly listed as FA 190)

3 credits

**MU 155 Jazz Theory, Keyboard Harmony, and Improvisation (A)**

This course is designed to give the minor in jazz performance a working knowledge of jazz and pop harmony. The student will attain a keyboard proficiency through an emphasis on ear training, voicings, tritone substitutions and improvisation theory. This proficiency can be utilized on other instruments as well. Students should be able to play through lead sheet material with reasonable proficiency utilizing jazz voicings and voice-leading techniques. All upperstructure chords must be learned in all keys as well as ways to improvise on various chord structures. Basic knowledge of the keyboard is recommended, but the course is open to all instrumentalists and vocalists. Prerequisite: Must have some instrumental or vocal performance. (formerly listed as FA 288)

3 credits

**MU 156 Introduction to MIDI and Music Software (A)**

This course will provide the student with an introduction to the use of Musical Instrument Digital Interface and its various formats. The principles of midi, use of computers in music, and music software as it applies to composition, arranging, sequencing, and music notation will be studied. How these formats enhance the performance of music and music production will be examined. Students will learn the technology that is used in pop music, soundtracks, and commercial music. A basic knowledge of music is required, but is open to all students with some musical background.

3 credits

**MU 157 Introduction to the Music Industry (A)**

This course introduces the student to the various aspects of the music industry. We discuss the history and process behind the creation, manufacture, and distribution of pre-recorded music. The course covers the earliest record companies, changes in the technology, and the growing awareness and sophistication of both the consumer and the artists, as well as the function of managers, attorneys, musicians and agents in the music industry. *3 credits*

**MU 158 Introduction Recording Techniques (A)**

The course demonstrates and emphasizes the physics and theory of acoustical sound in both a studio and live environment and enables the student recording engineer the ability to capture that sound into a high quality recording environment. The student learns the fundamentals of recording equipment, such as microphone placement, dynamic processors, echo, delay, reverb, equalizers, and the mixing console with result being the ability to organize, set-up, and administer a recording session. The course may be clustered with both a physics and a music course as an interdisciplinary component. The portability of the equipment enables potential tie-ins to the Quick Center, Studio Arts, Theater, the Levee, and other campus events. Students of physics, music, theater, and studio arts might all benefit from this course. *3 credits*

**MU 250 Music Theory and Composition II (A)**

This course is a continuation of Music Theory and Composition I. We continue to build a theoretical and compositional foundation by studying 7th chords, part-writing, harmonic progressions, and chromatic harmony. In addition, we compose original melodies and learn how to harmonize them, and undertake simple analysis projects to further understand how music is put together. Prerequisite: Music Theory and Composition I. (formerly listed as FA 290) *3 credits*

## C. Performance

**MU 50 World Music Ensemble (A)**

This ensemble performs the folk/traditional music of non-Western European cultures, primarily focusing on music of African origins. Students are not expected to have a prior background in music. The ensemble is open to new students, as well as those who have already taken MU 122- *World Music History and Ensemble*, however enrollment is limited. This course may be taken repeatedly, and after three semesters, may be used toward the Visual and Performing Arts core requirement. *1 credit*

**MU 55 Pep Band (A)**

Pep band performs for the men and women's basketball games and is open to all students with a musical background on guitar, bass, drums, sax, trumpet, trombone, tuba and flute. There are weekly practices to be arranged with the instructor and regular attendance is required. *1 credit*

**MU 251 Performance Workshop (H)**

This course is intended for students with a background in some area of music performance, whether classical, jazz, or popular music – vocal or instrumental. The goals of the course are to enhance the performance strategies of each student through study of anxiety-producing issues, in-class performance critiques, historical stylistic perspectives, and peer feedback. An extensive study of the techniques of *The Inner Game of Music* also contributes to individual growth. Prerequisites: Students must have a background in music performance and should be able to read music. Students who do not read music may be admitted to the course on a case-by-case basis with permission of the instructor. (formerly FA 280) *3 credits*

**MU 255 Symphony Orchestra (A)**

This ensemble helps instrumental musicians develop their skills further through public concert performances in a symphonic orchestra. Admission is by audition only. Students are given instruction in ensemble performance ethics, phrasing, and stylistic interpretation. This course may be taken repeatedly, and after three semesters, may be used towards the Visual and Performing Arts core requirement. Prerequisites: Orchestra or Symphonic Band performance experience and will be selected through audition. (formerly FA 4A) *1 credit*

**MU 256 Jazz Ensemble (A)**

This organization is open to musicians who wish to develop their skills in jazz performing. Students rehearse and receive instruction in performing and improvising in different styles of jazz, from swing to fusion. This course may be taken repeatedly, and after three semesters may be used toward the Fine Arts core requirement. Prerequisites: Students must have instrumental or vocal performance experience and will be selected through audition. (formerly FA 4C) *1 credit*

**MU 257 Chamber Singers (A)**

This is a mixed choral ensemble dedicated to the learning and performing of significant chamber choir repertoire. Members of this highly competitive group are drawn from the larger Fairfield University Glee Club. Membership is by audition only. (formerly FA 6) *1 credit*

**MU 258 Flute Choir (A)**

This chamber ensemble helps flutists to develop their abilities further by playing in small groups under supervision. Students are given instruction in ensemble, flute technique, and interpretation. This course may be taken repeatedly, and after three semesters may be used towards the Visual and Performing Arts core requirement. Prerequisites: Must have some prior training on the flute. Membership by permission of instructor. (formerly FA 4B) *1 credit*

## D. Independent Study and Internship

### MU 300 Independent Study in Music (H or A)

By arrangement with music faculty, students choose to work independently on special topics within the field of music. Availability of Independent Study supervision is limited, and preference is given to those majoring or minoring in music.

*3 credits*

### MU 305 Performing Arts Management Internship (A)

Internships are available in the management offices of the Greater Bridgeport Symphony Orchestra or the Connecticut Grand Opera and Orchestra. Students receive semester credit in exchange for a minimum of 10 hours per week or work with one of these organizations. All aspects of concert management and production are addressed, as well as grant writing procedures, fundraising, community outreach, etc. No more than 6 semester hours may count toward a major. No more than 3 semester hours may count toward a minor.

*3 credits*

## E. Applied Music Lessons

The department provides private lesson instruction for all university students in most areas of music performance. These can be taken either as a sixth course or for no credit. The instruction carries an extra charge above tuition. There are 10 lessons per semester, and students may enroll for 30 minutes, 45 minutes, or one hour of instruction per lesson. Lesson times are arranged individually with the instructor. Students interested in registering for lessons must do so by the second week of classes each semester, and should see Richard Shillea in Jogues 27 (Music office) or the Visual and Performing Arts Department Coordinator in Canisius 3 for a registration form and more information.

Students may repeat lessons for credit each semester. Note, however, that students may apply no more than a combined total of 6 credits earned in 1-credit and 2-credit music lessons to meet graduation requirements.

Lesson Fees for 1998-99 Academic Year:

Ten – 1-hour lessons: \$425 (optional 2 credits)

Ten – 45-minute lessons: \$350 (optional 1 credit)

Ten – 30-minute lessons: \$275 (no credit)

(Students may take any length lesson for no credit, but only the 1 hour and 45 minute lessons will be eligible for University credit)

## IV. Studio Art

**Program Director:** Yarrington

**Faculty:** Doktorski, Fitzsimmons, Mendelsohn, Millar, Miller, Seng

The Studio Art Program at Fairfield offers students an opportunity to explore all aspects of the visual arts through a curriculum designed to integrate and expand upon their liberal arts education. A balance of theory, contemporary art history, concept development and studio application gives students a chance to explore art from the varying perspectives of visual and performance artist, scholar, critic, visionary and technician.

The program emphasizes the development of personal vision through a clear understanding of visual language, its processes, structures, dimensions, contexts and concepts. The course work is designed to help students develop an expertise with media and an understanding of its conceptual and aesthetic relevance. The program covers drawing, painting, printmaking, sculpture, installation, performance, photography and media arts.

Due to the exploratory nature of the Studio Art Program this discipline is excellent preparation for students interested in continuing as professional artists (printmakers, painters, photographers, sculptors, media, installation and performance artists), as well as arts administrators, writers of critical art commentary, atelier printers, teachers, and professionals working in art galleries and museums.

Students interested in the Studio Art Program or in a minor should consult with studio art faculty before beginning the program. It is strongly recommended that the student begin with SA 100 and SA 102 Foundation Studios. The Studio Art Program is divided into four developmental areas beginning with Foundation Studios, leading to Advanced (and Special Workshops) Studios, and ending with Special Topics Studios (Capstone experience).



**All Visual and Performing Arts majors concentrating in Studio Art take 30 credits as follows:**

Both of the Foundation Studios:

SA 100	Foundation Studio	3 credits
SA 102	Foundation Sculpture	3 credits

At least one of the following Concept

Exploration Studios:

SA 110	Color Workshop Studio	3 credits
SA 111	Figure Workshop Studio	3 credits
SA 112	Painterly Prints	3 credits
SA 113	Investigation of Text and Image	3 credits
SA 114	Time Arts	3 credits

At least three of the following Advanced Studios:

SA 120	Drawing I	3 credits
SA 220	Drawing II	3 credits
SA 121	Painting I	3 credits
SA 221	Painting II	3 credits
SA 122	Printmaking I	3 credits
SA 222	Printmaking II	3 credits
SA 123	Sculpture I	3 credits
SA 223	Sculpture II	3 credits
SA 124	Photography I	3 credits
SA 224	Photography II	3 credits
SA 225	Invited Artist Workshop	3 credits

Both of the Capstone Studios:

SA 300	Junior Seminar Study	3 credits
SA 301	Senior Seminar Study	3 credits

Optional Special Topics Studios:

SA 302	Independent Study	3 credits
SA 304	Studio Internship	3 credits

At least two art history courses (one contemporary art recommended).

**To complete a minor in Studio Art, students must complete a total of 18 credits as follows:**

SA 100	Foundation Studio	3 credits
SA 102	Foundation Sculpture	3 credits
SA 120	Drawing I	3 credits

Two courses in Advanced Studios 6 credits

A minimum of one course in Art History 3 credits

There is a \$35 laboratory fee for each studio course.

## FOUNDATION STUDIOS

### SA 100 Foundation Studio

This course is designed to develop fundamental studio skills and an understanding of visual thought processes. Emphasis on concepts and use of a wide variety of materials. Investigation of processes, visual systems, and issues of space and time, as well as discussion of art history and contemporary theory. This course is recommended as a basis for all other studio art courses. *(formerly listed as FA 60)* 3 credits

### SA 102 Foundation Sculpture

An introduction to three-dimensional form and space. Various materials and methods are explored through projects covering a broad range of sculptural concerns. *(formerly listed as FA 63)* 3 credits

## CONCEPT EXPLORATION STUDIOS

### SA 110 Color Workshop Studio

An investigation of fundamental color theory through studio projects using contemporary and art historical references. Focus on application, development and exploration of ideas using a variety of color media. *(formerly listed as FA 165)* 3 credits

### SA 111 Figure Workshop Studio

The focus of this course is on the human figure and its role in contemporary studio practice. Students study the figure using a wide variety of media and techniques from drawing to collage. Emphasis is on understanding, interpretation and expressive use of the figure. *(formerly listed as FA 166)* 3 credits

### SA 112 Painterly Prints

A painterly approach to the intaglio process through collagraphs, large-scale color monotypes and collage. Growth of imagery and technique as well as an emphasis on context is encouraged through the medium. *(formerly listed as FA 279)* 3 credits

### SA 113 Investigation of Text and Image

How does visual language differ from written language? How do they interact? These and related issues concerning the nature of visual and written language are considered within the context of an introductory studio class. The goals of this course are twofold. One: to introduce students to the working methods and thought processes of independent artists. And, two: to engage students in a dialogue with contemporary artistic, social, natural and/or political issues under the tutelage of a practicing artist. *(formerly listed as FA 167)* 3 credits

### SA 114 Time Arts

This course uses a wide variety of media to develop and present performance and installation art. Emphasis on inter-connections with video, computer, telecommunications, photography, film, live performance, music and sound. 3 credits

**ADVANCED STUDIOS****SA 120 Drawing I**

Studio focus on drawing experiences designed to develop observational, expressive and conceptual skills. Emphasis on the basic elements of drawing, including line, texture, mass, and composition. Students participate in group criticism. *(formerly listed as FA 161)* **3 credits**

**SA 220 Drawing II**

This course builds upon the experience of Drawing I and more advanced development of skills. Focus on the generation of ideas as a central component in the process of drawing. An emphasis on individual direction and inventive drawing through studio projects developed in consultation with the instructor. Individual and group criticism. *(formerly listed as FA 261)* **3 credits**

**SA 121 Painting I**

Introduction to the study of the methods, techniques and language of oil painting. Additional emphasis on aesthetic traditions associated with form and content in painting. Students participate in group criticism. *(formerly listed as FA 162)* **3 credits**

**SA 221 Painting II**

This course builds on the experience of Painting I and more advanced development of skills. Focus on the generation of ideas as a central component in the process of painting. Emphasis also on individual direction through studio projects developed in consultation with the instructor. Individual and group criticism. *(formerly listed as FA 267)* **3 credits**

**SA 122 Printmaking I**

Studio focus on processes, issues and concepts of intaglio or silkscreen printmaking; an understanding of historical and contemporary issues as they pertain to personal vision, poetic and practical aspects of printmaking. *(formerly listed as FA 169)* **3 credits**

**SA 222 Printmaking II**

A focus on the development of skills involved with the generation of ideas as a central component in the process of printmaking. An emphasis on developing individual direction through studio work, drawing, writing, and research. Technical and aesthetic exploration of intaglio, silkscreen and painterly methods of monoprinting. Prerequisite: SA 122. *(formerly listed as FA 269)* **3 credits**

**SA 123 Sculpture I**

A broad-spectrum studio encompassing the diversity of contemporary sculptural activities, including objects, installations, and site work. *(formerly listed as FA 170)* **3 credits**

**SA 223 Sculpture II**

A focus on the development of skills involved with the generation of ideas as a central component in sculpture. Emphasis on individual direction through studio work, drawing, writing, and research. Both temporary and permanent works are addressed. Prerequisite: SA 123. *(formerly listed as FA 270)* **3 credits**

**SA 124 Photography I**

Basic techniques of black-and-white photography, including negative exposure, film development and print production. Development of concepts and theory in photography; relationship of photography to other visual media and study of both historical and contemporary precedents. *(formerly listed as FA 172)* **3 credits**

**SA 224 Photography II**

This course is designed to build upon the fundamentals of black-and-white photography. Advanced exposure controls are covered as well as an introduction to shooting color transparencies and exploration of mural-size format and mixed media techniques. An emphasis on the generation of ideas as central component in the process of photography. Prerequisite: SA 124. *(formerly listed as FA 272)* **3 credits**

**SA 225 Invited Artist Workshop**

This course focuses on diversity in contemporary studio practice through the unique approaches of individual artists invited each year. Projects, lectures, and critiques are scheduled. *(formerly listed as FA 202)* **3 credits**

**CAPSTONE STUDIOS****SA 300-301 Junior/Senior Seminar Study**

The Junior/Senior Seminar is open only to those students majoring or minoring in Studio Art. Students develop a body of work exploring personal vision and techniques as they apply to concept development. Reading and discussion of contemporary and art historical issues are a regular part of the course work. Visiting artists are a feature of the class. Students participate in collaborative and solo exhibitions in the gallery each semester. *(formerly listed as FA 375)* **6 credits**

**OPTIONAL SPECIAL TOPICS STUDIOS**

*(by arrangement)*

**SA 302 Independent Study**

By arrangement with studio faculty advanced students may choose to work independently on specific studio projects. Progress is reviewed through individual critiques. *(formerly listed as FA 300)* **3 credits**

**SA 304 Studio Internships**

An opportunity for students who have completed at least three studio courses and whose academic work has prepared them for professional work related to the major. With faculty sponsorship and departmental approval, students may design internships as studio assistants to professional artists or work in museums, galleries, printmaking ateliers or professional print shops in the metropolitan and regional areas. No more than 3 semester hours may count for the Studio Art major. *(formerly listed as FA 310)* **3 credits**

## V. Theatre

**Program Director:** LoMonaco

**Faculty:** Franklin, Haggstrom, Porter

The theatre program at Fairfield offers students a liberal arts education balanced between the theoretical and practical aspects of the discipline. Students have an opportunity to explore theatre arts from the different perspectives of performer, scholar, critic, writer, director, producer, designer, technician, and audience. In addition, dance courses are offered as a component of the program.

The program emphasizes the development of good communication skills, which are essential to the theatre as well as to all aspects of life. Courses equally stress the development of written, verbal, and artistic abilities.

Due to the interdisciplinary nature of this program, undergraduate education in theatre is excellent preparation for a career in public relations, communications, advertising, writing or publishing, marketing, education, public service, and law, as well as all facets of the theatre industry.

Students interested in a Major or Minor concentration in Theatre should consult with theatre faculty before beginning the program.

*Theatre Fairfield* is the production wing of the theatre program at Fairfield University. Participation in *Theatre Fairfield* productions is open to all students at the university, regardless of major or minor. Each year, *Theatre Fairfield's* season includes professionally directed and designed productions selected from significant dramatic works from our multicultural heritage; an alternative production, designed to introduce students to different modes of performance such as musical revue, improvisation, puppetry, chamber theatre and performance art; and *Festival*, our annual showcase of original student playwrighting, directing, and design.

All students participating in *Theatre Fairfield* productions will earn one credit per show for either performance (TA 94, Theatre Fairfield Performance Practicum) or production (TA 95, Theatre Fairfield Production Practicum). Theatre majors *must* earn a total of 3 credits of either/or TA 94 and TA 95 *each academic year*. Theatre minors *must* earn a total of 2 credits of either/or TA 94 and TA 95 *each academic year*.

Theatre majors and minors are required to earn at least 3 credits of TA 95, during their residency at Fairfield, distributed in the following areas: Stage Management, Technical Production, and Front-Of-House Management. Faculty will monitor TA 95 credits carefully and will advise students of any deficiencies. Majors and minors will be assigned production tasks, as needed, to fulfill those deficiencies.

### All Visual and Performing Arts majors concentrating in Theatre are required to take 30 credits as follows:

TA 10	Introduction to the Performing Arts	3 credits
TA 30	Speech and Movement	3 credits
TA 95	Theatre Fairfield Production Practicum	
	Stage Management	1 credit
	Technical Production	1 credit
	Front-of-House Management	1 credit
TA 110	History of Theatre I	3 credits
TA 111	History of Theatre II	3 credits
TA 150	Stagecraft I	3 credits
TA 155	Graphic & Visual Languages in the Theatre	3 credits
TA 255	Advanced Theatre Design	3 credits
TA 310	Technique & Theory of Production	3 credits
A minimum of one additional course in:		3 credits
	History and Theory	
	Dramatic Literature	
	Playwrighting	
	Design and Technology	
TOTAL		30 credits

### All Theatre minors are required to take 18 credits as follows:

TA 10	Introduction to the Performing Arts	3 credits
TA 11	Introduction to Theatre	3 credits
TA 30	Speech and Movement	3 credits
TA 95	Theatre Fairfield Production Practicum	
	Stage Management	1 credit
	Technical Production	1 credit
	Front-of-House Management	1 credit
One of the following courses:		3 credits
TA 150	Stagecraft I	
TA 155	Graphic and Visual Languages in the Theatre	



A minimum of one course in one of the three areas below:

History and Theory  
Dramatic Literature  
Playwriting

3 credits

TOTAL

18 credits

### Curriculum categories for Visual and Performing Arts/Theatre

#### History and Theory

- TA 10 Introduction to the Performing Arts
- TA 11 Introduction to Theatre
- TA 110 History of Theatre I
- TA 111 History of Theatre II
- TA 300 Special Topics Seminars
- TA 310 Technique and Theory of Production

#### Literature

- TA 120 American Drama
- TA 121 Modern European Theatre
- EN 255 Shakespeare

#### Playwriting

- EN/W 304 Creative Writing: Drama

#### Performance

- TA 30 Speech and Movement
- TA 130 Technique and Art in Acting
- TA 135 Modern and Contemporary Dance
- TA 136 Introduction to Jazz Dance
- TA 137 Dance in Musical Theatre
- TA 138 Folk and Social Dance
- TA 300 Special Topics: Advanced Acting: Scene Study; Characterization

#### Direction

- TA 240 Technique and Art in Directing

#### Design and Technology

- TA 150 Stagecraft I
- TA 153 Makeup and Costume Construction
- TA 155 Graphic and Visual Languages in the Theatre
- TA 158 Scene Painting
- TA 255 Advanced Theatre Design

#### Production

- TA 94 Theatre Fairfield Performance Practicum
- TA 95 Theatre Fairfield Production Practicum
- TA 290 Stage Management
- TA 395 Internship
- TA 399 Independent Study

(A) = Applied Theatre

(H) = Theatre History

#### TA 10 Introduction to the Performing Arts (H)

Introduction to the Performing Arts introduces you to the world of performance including theatre, film, rock concerts, musicals, dance, puppetry, circus, and performance art, by exploring the many facets of the theatrical experience. This course is strongly recommended for non-majors, students interested in fulfilling a Visual and Performing Arts core requirement, and for those considering a major or minor in Visual and Performing Arts/Theatre.

(formerly TA 10, Performance Perspectives)

3 credits

#### TA 11 Introduction to Theatre (A)

Everyone thinks she/he knows all about actors, but what does the actor *really* do to prepare for a role? If the audience bursts into applause as soon as the curtain goes up, does that mean they are seeing a *good* scenic design—one that really serves the production—or is it just a pretty looking set? Directors have an important title, but what do they *really do*? All of these, and other questions about producers, designers, critics, and audiences are addressed in Introduction to Theatre where students not only talk about these critical jobs, but also have the chance to perform them. This course is strongly recommended for non-majors, students interested in fulfilling a Visual and Performing Arts core requirement, and for those considering a minor in Visual and Performing Arts/Theatre.

(formerly TA 10, Performance Perspectives)

3 credits

#### TA 30 Speech and Movement (A)

This course provides a firm grounding in the use of voice and body for effective communication. Most classes are interactive workshops that focus on freeing, developing, and strengthening the voice and body using techniques derived from Linklater, Berry, Feldenkrais, and Alexander as well as from dance, yoga and martial arts. Students learn exercises for relaxation and stress reduction as well as proper breathing, centering, and stance. Other exercises are devoted to using speech and movement towards creative expression in improvisatory and prepared performance. This class is strongly recommended for people wishing to improve their communication, artistic, and/or presentation skills while fulfilling a Visual and Performing Arts core requirement. It is also a mandatory prerequisite for all acting classes.

3 credits

#### TA 94 Theatre Fairfield Performance Practicum (A)

Students gain first-hand training in the art of performance under the guidance of theatre professionals. Everyone cast in a Theatre Fairfield production is automatically enrolled in this one-credit practicum; students may not enroll on their own. This course, in conjunction with TA 95, may be used towards the fulfillment of one Visual and Performing Arts applied course requirement when 3 credits are accrued. This course also may be repeated for elective credit.

1 credit

#### TA 95 Theatre Fairfield Production Practicum (A)

Students gain first-hand training in the art of theatre production under the guidance of theatre professionals. Everyone working on a crew of a Theatre Fairfield production is automatically enrolled in this one-credit practicum. Students MAY elect to enroll in this practicum during registration; they should then

consult with theatre faculty regarding placement in stage management, technical, or front-of-house duties. This course, in conjunction with TA 94, may be used towards the fulfillment of one Visual and Performing Arts applied course requirement when 3 credits are accrued. This course also may be repeated for elective credit. *1 credit*

**TA 110 History of Theatre I (H)**

A survey of theatre and performance (dance, pageantry, spectacle, and popular entertainments) as a mirror of the times. As such, theatre serves as a vehicle to consider the social, political, and economic forces which shaped societies and their entertainments. This course begins with a consideration of the human need for mimesis and entertainment and swiftly moves into the 5th-Century B.C. and the golden age of Greek drama. Other topics include Roman theatre, medieval religious drama, Japanese theatre, Renaissance spectacle and pageantry, censorship, the advent of women on the stage, and popular theatre forms through the 18th-century. Theatre trips are included. *3 credits*

**TA 111 History of Theatre II (H)**

Nineteenth and twentieth century theatre and performance (ballet, modern, and post-modern dance, "happening," musical comedy) are studied in the context of the societies which shaped them. This course begins by examining the impact of technology on the theatrical world and continues to the present day with a consideration of the avant-garde and contemporary forms such as "performance art." Theatre trips are included. NOTE: TA 110-111 may be taken as a full-year course or as two separate courses. *3 credits*

**TA 120 American Drama (H)**

The development of American theatre through the 19th and 20th centuries. Study and analysis of the special problems affecting the development and changes in American society as seen through American theatre production. Study includes American playwrights, filmmakers, composers, and lyricists. *3 credits*

**TA 121 Modern European Theatre (H)**

An analysis of the content, form, and style of Europe's most prominent 20th century playwrights. A study of their influence on the development of drama to evaluate their relevance to the contemporary scene. Play readings from Ibsen to Pinter. *3 credits*

**TA 130 Technique and Art in Acting (A)**

This class explores the art of acting from practical, theoretical, and historical perspectives. Classwork includes movement, voice and sound, focus, observation, how to read and interpret scripts, and characterization in interactive workshops that culminate in classroom performances. Other sessions are devoted to an historical overview of the discipline and a consideration of the work of major practitioners and theoreticians. Prerequisite: TA 30, Speech and Movement, or the permission of the director of the theatre program. *3 credits*

**TA 135 Modern and Contemporary Dance (A)**

This course explores the movement principles of the major dance figures in the 20th century, including Martha Graham,

Doris Humphrey, Hanya Holm, Jose Limon, and Merce Cunningham. Research, compositional assignments and structured improvisations are given to support the classroom activity. Overall, students gain an historical perspective of modern dance as an art form as well as improve their own dance technique in terms of strength, alignment and flexibility. *3 credits*

**TA 136 Introduction to Jazz Dance (A)**

This course combines dance technique and a historical survey of jazz dance. We explore jazz dance origins from African and European traditions, their manifestation in the United States through slavery, minstrel shows and vaudeville, and the development of style through the influences of tap, ballet and modern dance. Research, compositional assignments and structured improvisations are given to support the classroom activity. *3 credits*

**TA 137 Dance in Musical Theatre (A)**

This course explores dance for the popular stage in America. Through our investigation of well-known musicals such as "West Side Story," "Grease," "Guys and Dolls," and "Oklahoma!" students understand how each musical requires its specific idiom of movement, and how styles, trends and traditions affect theatre choreography. The student learns the components within an effective musical theatre number as well as gain strength, flexibility and proficiency in technique. Research, compositional assignments and structured improvisations are given to support classroom activity. *3 credits*

**TA 138 Folk and Social Dance (A)**

This course explores dance as social interaction and communal activity. We discuss and participate in various kinds of folk dances originating from different ethnic cultures and explore their common roots in primitive rituals, religious worship, courtship, recreation, celebration and therapeutic or healing experiences. Contemporary forms of ballroom, disco and club dancing are also explored. Research, compositional assignments and structured improvisations are given to support classroom activity. *3 credits*

**TA 150 Stagecraft I (A)**

Introduction to the technical aspects of theatre production. Historical overview of the physical stage from its beginnings to the present, including the use of scenery, lighting, and design. Students learn basic techniques of set construction and rigging, lighting, and electronics for today's theatre. All students are required to participate in construction and rigging for Theatre Fairfield. *3 credits*

**TA 153 Makeup and Costume Construction (A)**

This workshop introduces the basic principles, skills, and techniques of applying theatrical makeup and building costumes. The makeup portion of the course explores two- and three-dimensional makeup techniques including corrective makeup, age makeup, facial hair, and prosthetic makeup. The costume portion of the course focuses on hand and machine sewing techniques, fabrics and fabric modification, and garment construction. Research and script analysis are emphasized. *3 credits*

### TA 155 Graphic and Visual Languages in the Theatre (A)

(formerly TA 155 Introduction to Theatre Design)

A practical course designed to introduce the student to the graphic skills of the theatre artist (drawing, painting, drafting, rendering, model making) and the elements of design. Play analysis for the designer is emphasized, with an investigation into the communicative properties of visual images.

3 credits

### TA 158 Scene Painting (A)

This workshop introduces the basic principles, skills, and techniques of the scenic artist. Through a series of painting projects the student explores common painting techniques, including marble, brick, wood, and wallpaper. Special attention is given to matching the paint project to the paint elevation. Each student is also a member of the paint crew for a Theatre Fairfield production. This project emphasizes craftsmanship and the ability to work as part of a team, in addition to dealing with the time factors of actual production. Research into various techniques, styles, and visual textures supplements hands-on work in the class.

3 credits

### TA 240 Technique and Art in Directing (A)

This is a course for advanced students in the theory, practice, and history of directing for the theatre. The class is conducted as a workshop/seminar with students exploring the various ways of bringing a playscript from conception to full production. Included are sessions in text analysis, working with actors and designers, and the role and responsibility of the director to the overall production. Each student directs several in-class scenes and a one-act production as a final project. Prerequisite: TA 130 or other formal acting training. See instructor for details.

3 credits

### TA 255 Advanced Theatre Design (A)

Scenic, costume and lighting design are covered in this practical course designed to foster the development of visual communication skills, play analysis skills and a sensitivity to the communicative properties of visual images. Concept development and creative research are emphasized. Prerequisite: TA 155 or permission of the instructor.

3 credits

### TA 265 Puppetry (A)

A comprehensive exploration into the world of puppetry. Puppetry forms from around the world, including Western and Eastern European, Japanese Bunraku, Chinese Puppet Theatre, Javanese Wayang Kulit Shadow Theatre and American puppet theatre forms are studied to provide the student with an historical perspective. Course work includes text construction, performance techniques and puppet performance. This course provides insight into the world of contemporary puppet theatre for adults as well as children. It is open to all students, especially Visual and Performing Arts and Education Majors.

3 credits

### TA 290 Stage Management (A)

The stage manager is responsible for the smooth running of rehearsals and performances, both on stage and backstage. This course explores the principles, needs, and organizational requirements of stage management, including scheduling and running auditions, rehearsals, technical rehearsals, and performances. Attention is given to the proper paperwork needed for clear communication between members of the production team, the promptbook, backstage safety, and personnel management skills.

3 credits

### TA 300 Special Topics (H/A)

An offering for in-depth study of a specific problem, period or style of acting, dance or other aspects of production conducted by a leading scholar/practitioner in the field. Open to selected students.

3 credits

### TA 310 Technique and Theory of Production (H)

An in-depth exploration of theatre aesthetics and production theory and practice through the study and analysis of the writings and work of such major figures as Antonin Artaud, Peter Brook, Harold Clurman, Edward Gordon Craig, Robert Edmond Jones, Jerzy Grotowski, and Susan Sontag. Students consider what theatre is, can, and should be while studying varying perspectives on theatrical design, directing, and staging practices as well as contemporary theatre management and administration. The class culminates in group projects which present detailed production books for a selected classic play that include a consideration of style, period, point of view, historical precedent, acting, directing, design, venue, and budget. This is the capstone class for theatre majors but other interested students with sufficient background are welcome.

3 credits

### TA 395 Theatre Internship (A)

With faculty sponsorship and departmental approval, students may develop internships as assistants to professional theatre designers and managers or with professional theatres, studios and production companies in the regional/metropolitan area. Internships are also available in the organizational and management areas of *Theatre Fairfield*, the Visual and Performing Arts Department's theatrical production company. Students interested in becoming interns must consult with Theatre faculty well in advance of the desired internship semester. (formerly listed as FA 310)

3 credits

### TA 399 Independent Study (H/A)

Usually open only to students concentrating or minoring in Theatre, this course allows a student to intensively explore either Stage Management Design or Directing under the guidance of a faculty member. Students must have the approval of the theatre faculty before registering for this course. (formerly listed as FA 300)

3 credits



## Cross-Listed Courses in Fine Arts

Inasmuch as the perspectives conveyed by the Visual and Performing Arts stretch beyond disciplinary boundaries to enhance understanding in other fields, the department cross-lists a few of its courses with other disciplines or programs. Such courses carry the Fine Arts (FA) designation. While FA courses do not satisfy Visual and Performing Arts major or minor requirements, they do count toward the general education core requirement in the arts.

### FA 110 From Icons to Film:

#### A Journey through Russian Civilization

This interdisciplinary course provides a comprehensive introduction to Russian civilization seen through the lens of visual expression and performance. Students revisit Russian painting, architecture, dance, music and film at pivotal historical junctures. Our ultimate destination is to comprehend the underlying ideologies of orthodoxy, autocracy, totalitarianism and perestroika. Images serve as our principle gateways to the deeply religious cultural imagination that has never experienced Renaissance and Reformation. Critical examination of extensive Western and Eastern influences explains the creation of native Russian aesthetic and ideology by way of adaptation, accommodation and transformation of multicultural and multiethnic input.

*(Cross-listed under Russian and East European Studies as RES 110. Students are not permitted to take this course under both designations)* 3 credits

### FA 345 Representation

This course focuses on “ways of seeing” and the “gaze” which are constructed and maintained in contemporary culture within the concept of representation. The course is balanced on the margins of textual and visual materials (paintings and films), and has an interdisciplinary theoretical base. We focus upon notions of realism and the politics of realism (or between traditional ways of seeing and deconstructed ways of seeing). By reading theoretical tracts on the “ways of seeing” and by using films and art slides to test these theoretical materials, we critique contemporary notions of “seeing” and “being seen.” (Prerequisite: AH 10, 11 or 12)

*(Cross-listed under English as EN 345. Students are not permitted to take this course under both designations)*

3 credits

Program in

## Women's Studies

**Director:** O'Driscoll (*English*)

**Coordinating Faculty:** Garvey, M. Regan (*English*); Hohl (*History*); L. Katz (*Business Law*); Rodrigues (*Sociology and Anthropology*); C. Swift (*Multicultural Relations*); Wills, Yanni (*Communication*)

**Contributing Faculty:** Anderson, Hodgson, Penczer (*Sociology and Anthropology*); Boquet, Bridgford, Rajan, Sanborn (*English*); Bucki (*History*); Dallavalle, Umansky (*Religious Studies*); T. Dykeman, K. Dykeman (*Philosophy*); Weeks (*Politics*); Nantz (*Economics*); Hill, Sourieau (*Modern Languages and Literatures*); Fleitas (*Nursing*); Nash (*Music*); Marie-Daly (*Applied Ethics*)

Women's Studies is an interdisciplinary program that focuses on two levels of inquiry, the theoretical and the experiential. Women's Studies demonstrates the ways in which cultural assumptions about gender influence the development of personal identity and public roles that consequently affect all social and political structures. By examining women's contributions in such fields as social science, natural science, the arts, business and literature, the goal of the Women's Studies minor is to explore the experience of women of all cultures and socioeconomic backgrounds. The program allows female and male students to focus on issues of diversity and alternative perspectives.

The 18-credit minor in Women's Studies requires completion of:

1. Women's Studies Seminar, WS 101.
2. Five additional courses, three of which must be gender-focused, and two others, which may be gender-focused or gender-component courses.

Courses must be chosen from a variety of fields and disciplines. At least one of the five courses must deal with issues of race, class and ethnicity as well as gender.

A list of gender-focused and gender-component courses is available from the Program Director.

Courses taken to fulfill Arts and Sciences core requirements may be used to fulfill requirements for the minor with the permission of the director of the minor program.

**WS 101 Introduction to Women's Studies**

This interdisciplinary course surveys major developments in feminist thinking over the past 20 years. It introduces students to a feminist critique of social and political institutions, raising questions about issues of race, ethnicity, religion, sexuality, and socio-economic status and how they intersect with gender. The approaches to these issues have been dynamic: the analysis produced has in turn affected, and continues to affect, an evolving feminist theory. Students also examine the crucial issue of the social and psychological construction of gender.

*3 credits*

**WS 299 Women's Studies Internship**

The internship program allows students to gain on-site experience that can be related to the discipline of women's studies. Internships are offered in the areas of health, publishing, communications, politics, and many other fields. Students must consult the Program Director for a list of internship opportunities, before registering for an internship. Students are guided by faculty supervision in integrating their experiences with the intellectual foundation acquired in their academic courses.

*3 credits*

**WS 399 Women's Studies Independent Study**

By arrangement with Women's Studies faculty, students may choose to work independently on special topics. See the Program Director for details.

*3 credits*

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# SCHOOL OF BUSINESS

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*Following Page: Dr. Walter G. Ryba, Jr., dean of the School of Business*





# School of Business

**Dean:** Walter G. Ryba, Jr.

**Director of Graduate Programs:** Cynthia S. Chegwidden

**Director of Undergraduate Students, Internships and Technologies:** Winston M. Tellis

**Director of International Studies:** Katherine M. Kidd

**Professors:** Bhalla, Boisjoly, Conine, DeMichiell<sup>3</sup>, Jensen, L. Katz, Koutmos<sup>2</sup>, Mainiero, Martin, McEvoy, Ryba, Tucker

**Associate Professors:** Bradford<sup>1</sup>, Caster, Cavallo<sup>5</sup>, Chaudhuri, Chepaitis, Ducoffe, Hlawitschka, Mohan, Scheraga, Schmidt, Tromley<sup>4</sup>

**Assistant Professors:** Arthur, Cavanaugh, Chatterjee, Huntley, Johns, Kenney, Kravet, Lee, Lyngaas, A. Martin, Massey, Peck, Poli, Tyler, Van Hise, Zigarelli

**Visiting Assistant Professor:** Horrigan

**Lecturers:** Ford, Lewis, Tavis, Tellis

<sup>1</sup> Area Coordinator of Accounting

<sup>2</sup> Area Coordinator of Finance

<sup>3</sup> Area Coordinator of Information Systems

<sup>4</sup> Area Coordinator of Management

<sup>5</sup> Area Coordinator of Marketing

Students in the School of Business take the general education core curriculum required of all undergraduate students, thus ensuring their receiving a broad knowledge of the humanities, mathematics, social sciences, and natural sciences. In addition, students take a business core curriculum of subjects which provide an introduction to the fields of accounting, statistics, legal environment of business, business ethics, computer-based information systems, as well as a unique, three-course sequence emphasizing the important elements and the interdisciplinary relationships of organizational behavior, production and operations, finance, marketing and international business with emphasis on policy and strategic development, particularly in the international setting. The courses create an understanding of the interrelationships of the functional areas in the management of the firm.

The balance of the program will depend on the major — accounting, finance, information systems, management, marketing, or international business in the International Studies program — but in every case, it will be a tailor-made program designed jointly by the student and a

faculty advisor. Minors are available to all students in the University in: finance, information systems, management, marketing, international business, business law and ethics, and operations management. All members of the business faculty have substantial business experience, which makes them invaluable guides in the choice of a course of study that will further the student's specific career goals. The combination of the general education and business cores with the courses within the major areas of study facilitate the student's development of a flexibility of mind which is an invaluable asset for the executive.

Students are motivated to continue to grow intellectually and be prepared for graduate study. A broad perspective of society and the proper role of business based upon an appropriate set of moral values is emphasized. In consultation with faculty, each student follows an approved curriculum which reflects an integrated approach to the study of modern management as well as the student's own career objectives.

Students may transfer from the College of Arts and Sciences, School of Nursing, or School of Continuing Education into the School of Business if their overall grade point average is 2.50 or better.

## Major Areas of Study

### *Accounting*

Accounting majors will take courses that will qualify them to take the Certified Public Accountant (CPA) exam. They also may take courses appropriate for careers in private accounting, internal auditing, government and not-for-profit accounting. Many students find that undergraduate studies in accounting are excellent preparation for a wide range of corporate positions.

### *Finance*

Finance majors will study the theory and practice of financial management. Additionally, they will analyze actual case histories of the financial operations of several different companies. The courses included in this major area prepare students to enter into financial management positions with either corporate or governmental organizations.

### *Information Systems*

Information Systems majors will study, in this computer-based program, the analysis, design, development, and management of information systems in organizations. They will develop an understanding of the needs of information, its use in the decision making process, and the procedures by which information is provided to management.

This is a limited enrollment program. Transfer students, students admitted as undeclared, or those wishing to change their major may be accepted into it on a competitive basis as space is available.

#### *International Studies-International Business*

International Business majors will study the global business environment emphasizing the multinational organizations, economic and political systems, socio-cultural structures and diversities that have operational significance for international business. Students majoring in International Business will be part of the International Studies Program but be enrolled in the School of Business and must complete all School of Business International Studies requirements.

#### *Management*

Management majors will study both the theory and the practice of management. Emphasis is given to the nature of the management function and to the behavioral, social, and environmental factors which influence effective organization and managerial performance. Research efforts in the field are examined to develop fundamental principles and concepts which can serve as a rational basis for managerial action.

#### *Marketing*

Marketing majors will study the theory and practice of the flow of goods and services from producer to consumer. In a sense, it is the most humanistic of the business majors; it requires students to understand consumer behavior, the motivation of sales personnel, the impact of advertising and communication on the potential consumer, the characteristics of consumers, the cultures involved in international marketing, and market research techniques.

## Minor Areas of Study

In addition to the six major areas of study, minors are available in the following areas to all students in the School of Business.

It is the student's responsibility to complete the proper University form to enroll in a minor, and to make sure that appropriate copies of the form are filed in both the Dean's office and the Registrar's office. The form is available from the advisor for the minor area of study.

The completion of the minor is subject to the availability of the courses selected.

#### *Accounting*

The minor in accounting is designed to offer students more extensive understanding of the accounting content and functions in areas of business. It is not designed to

prepare a student for the Certified Public Accounting (CPA) Exam.

#### *Business Law, Regulation and Ethics*

The minor in business law, regulation and ethics is designed to offer students a foundation in law and regulation as well as ethics applied to the business sector to better understand the social responsibility of business and the interdependent nature of business and society.

#### *Finance*

The minor in finance is designed to offer students the opportunity to complement their major by studying financial theory and its application to decision-making. The investment and financing decisions of organizations are emphasized.

#### *General Business*

The minor in general business is designed to give the student a general understanding of business and the relationships of the various disciplines within business.

#### *Information Systems*

The minor in information systems is designed to prepare students for careers requiring some entry-level orientation to business applications, computer programming, and systems design or for positions placing emphasis on systems analysis and project management. The minor complements all major areas within the School by providing students the opportunity to study business operations from a computer-based perspective.

#### *Management*

The minor in management is designed to offer students in the non-management disciplines an opportunity to examine some of the theories, principles, and issues that will influence their growth and development as managers in their chosen fields.

#### *Marketing*

This minor is designed to provide the student with a basic foundation in marketing by exposing him or her to the functions that constitute the marketing discipline, including product distribution techniques, consumer behavior and production activities.

#### *International Studies-International Business*

The minor in international business is designed to prepare students for careers in multinational enterprises, international banking and accounting firms, and trading houses.

Courses taken in the minor are offered within the International Studies Program. (The designation "international business" refers to the program of students enrolled in the School of Business, and International Studies.)



### *Operations Management*

The minor in operations management will focus on its central role of technical and functional skills in the operation of the business unit to produce quality products and services in a global environment.

## Honors Program

The School of Business participates in the University Honors Program (described earlier under "Curricula") for those undergraduates who have distinguished themselves in their studies. Successful completion of the Honors Program is recorded on the graduating student's transcript.

## Internship Program

Another feature of the School of Business is the optional internship for qualified students. These internships are undertaken for credit, and sometimes for pay. The student's progress is monitored by both an on-the-job supervisor and a faculty member. Students interested in internships should discuss arrangements as early as possible with the Supervisor of Internship Programs. The presence of a large number of corporate offices in the Fairfield area provides highly unusual and rewarding opportunities for internships. Students must have an overall grade point average of 2.50 or above to qualify for the internship program, and be a major in the School of Business.

## BS/MBA Program

### A Five-Year Undergraduate/Graduate Program

#### Admission and Program Requirements:

- 1) A minimum 3.00 grade point average in courses taken at Fairfield University.
- 2) SAT scores of 1100 or above or a GMAT formula score of 1100 or above ( $200 \times \text{GPA} + \text{GMAT score}$ .)
- 3) Satisfaction of prerequisite core preparation courses in Calculus, Statistics, Accounting I and II, Business Decision Making, Creating a Competitive Environment, Information Systems, Legal Environment of Business, Business Ethics, Macroeconomics, Microeconomics with at least a 3.00 grade point average with no grades in the aforementioned courses below a grade of 2.50 or B-. The aforementioned core courses may be waived, or substituted for, by analogous courses deemed appropriate by the Associate Dean or Director of Graduate Programs of the School of Business. All participants in this program will be expected to complete at least 12 courses or 36 credits

at the graduate level with two courses or six credits transferable toward completion of the undergraduate degree. Students in this program will not be permitted to waive MG 401 competitive analysis and technology deployment or BU 584 competitive strategy.

- 4) Four graduate courses or up to 12 graduate credits may be taken during the fourth academic year (September to graduation) of study, and two graduate courses or six graduate credits may be double counted toward completion of undergraduate business major or business minor or business core or free elective requirements.
- 5) Formal admission to the program will occur after the third year of study at Fairfield University and satisfactory completion of all prerequisite core preparation courses and admission requirements as stipulated in items 1), 2) and 3) above and all other admission requirements stipulated for the MBA program. Admission to the combined BS/MBA will require the payment of additional tuition and fees as indicated in the graduate catalog of the School of Business.
- 6) Every student in the program must maintain at least a 3.00 grade point in all courses. If a student receives two course grades of 2.50 or below in either graduate or undergraduate courses after admission to the combined five-year program, he or she will be excluded from the MBA program.
- 7) At least one course in the undergraduate curriculum must be an internship that must be completed by the end of the fourth year of study.

## School Activities/Programs

Complementing the School of Business' traditional pedagogical mission are a series of diverse and distinctive programs that serve to enrich both the University community and its various constituencies:

- Through the generosity of the John M. Olin Foundation, the John M. Olin Fellowships/Papers Program was established at the School of Business. Olin Fellows are selected from among distinguished leaders of the American economic system and are invited to address University faculty, students and guests on issues affecting the future of that system. The lectures delivered under the Program are subsequently published as the John M. Olin Papers.
- The distinguished Executive Lecture Series brings to the classroom setting leaders from the corporate or financial communities who address students on a specific topic related to the subject matter within an identified major area of study within the School. The unique perspective that business practitioners can bring to the academic environment is a welcome and valuable element to a student's business education.



- The Committee on Developing American Capitalism, which sponsors each year an in-depth symposium concerning a specific aspect of the American economic system, is domiciled on the Fairfield University campus; the School of Business has played an integral role in its evolution. Formed by a non-partisan group from business, labor, economics, academia, and other professions, many of these individuals having policy-level experience, the Committee endeavors to scrutinize closely the nation's unique economic and political systems and makes substantive proposals on major economic and social issues.

### U.S. Naval Reserve Direct Commissioning Program

Fairfield University students majoring in the business disciplines (accounting, finance, information systems, management, and marketing) or economics, who have maintained a minimum 3.0 average and meet other criteria may be eligible to receive a direct commission as an Ensign, Supply Corps, United States Naval Reserve (Inactive) upon graduation. Successful applicants incur no active duty obligation other than annual two-week training periods, initially held at The Navy Supply Corps School in Athens, Ga. No drills or classes are required prior to commissioning. Further information is available from the Dean of the School of Business.

## Curricula

The curricula in the six major areas of business study — accounting, finance, information systems, international studies-international business, management, marketing — consist of five parts: (1) general education core curriculum courses, (2) business core courses, (3) business major requirements, (4) business electives, and (5) free electives.

Each business major must schedule, through the office of the Dean, a program conference with a faculty advisor in his or her major area of business study. The faculty advisor will prepare a detailed list of requirements which are to be completed, making appropriate choices from the list of available elective courses. It is anticipated that the faculty advisor will, where appropriate, develop a student program which will permit choosing courses from related majors in the School of Business as well as appropriate specific courses in the nonbusiness area. Such conferences should be scheduled early in their first semester for entering freshmen. Transfer students must schedule a program conference prior to beginning their studies at Fairfield.

The general education core curriculum component includes approximately one-half of the total number of courses to be completed for the Bachelor of Science degree in business.

For students entering the School of Business either as freshmen or as transfer students, the requirements for graduation with the B.S. degree in the business majors are as follows:

### All Business majors beginning with the Class of 2001\*

General Education	
Core Curriculum Requirements	60
Business Core Requirements	30
Courses in the Major Field	18
Business Electives	3
Free Electives	12
<b>Total required credits</b>	<b>123</b>

\* Classes prior to 2001 should refer to the 1997-1998 University catalog for requirements.

## General Education Core Curriculum

The general education core curriculum provides a truly liberal education, drawing upon five major areas of knowledge. For each of these five areas of competency, a number of courses must be selected as follows:

### Area I: Mathematics and Natural Sciences

- (1) 2 semesters of mathematics. For business majors, MA 17 and 19 (Statistics and Introduction to Calculus).
- (2) 2 semesters of a natural science. Any two courses in any of the natural sciences fulfill this requirement.

NOTE: PS 70, Computers in Contemporary Society, does **not** satisfy the science core requirement.

### Area II: History and Social Science

- (1) 2 semesters of history. HI 30 plus one intermediate-level course. Also available as an option in this area is CL 115-116 (Greek and Roman Civilization).
- (2) For business majors, EC 11 (Introduction to Microeconomics), and EC 12 (Introduction to Macroeconomics). These courses satisfy the micro- and macroeconomics requirements of the business core.

### Area III: Philosophy and Religious Studies

- (1) 2 semesters of philosophy. PH 10 is required.
- (2) 2 semesters of religious studies. RS 10 is required.
- (3) For business majors, one additional approved course in philosophy, religious studies, or the applied ethics program is required. An approved course from the applied ethics program will satisfy the business ethics requirement of the business core.

### Area IV: English and Fine Arts

- (1) 3 semesters of English. EN 11-12 are required. The third course may be selected from any of the English offerings which have a number designation of 200 or over. ENW courses do not meet this requirement. Also available as options in this area are courses offering classical literature in translation. (See listings under Greek and Roman Studies Program.)
- (2) 2 semesters of fine arts. One semester must be in the area of art history, music history, theatre history, or film history.

### Area V: Modern and Classical Languages

- (1) 2 semesters (at least at the intermediate level) of any language listed among the offerings of the modern languages department or the Greek and Roman Studies program.

## Diversity Requirements:

All students beginning with the Class of 1999 must complete two courses from a designated list of courses on diversity. The courses may be chosen from the university core, business core, major or electives.

## Business Core Requirements\*

\* For all business majors graduating in the Classes of 1998-2000, the Business Core requirements and Major requirements are stated in the Undergraduate Catalog for 1997-98. You should meet with your faculty advisor to assure compliance with those requirements.

## Beginning with the Class of 2001

	Credits
<sup>1</sup> Introduction to Accounting (AC 11-12)	6
<sup>1</sup> Introduction to Business Software and Information Systems (IS 30)	2
<sup>2</sup> Choice of a second calculus or second statistics or CS 133 or CS 134 or CS 233 or equivalent course in Engineering	
<sup>2</sup> Legal Environment of Business (BU 11)	3
<sup>2</sup> Business Decision Making (BU 100)	4
<sup>2</sup> Creating a Competitive Advantage (BU 200)	4
<sup>4</sup> Business Processes and Enabling Information Technologies (BU 225)	4
<sup>3</sup> Business Strategy in the Global Environment (BU 300)	4
<sup>2</sup> Micro- and Macroeconomics (EC 11-12)	(6)
<sup>4</sup> Business Ethics	(3)
	<hr/> 30

BU 100, or its equivalent, is a prerequisite for all business courses at the 200- and 300-levels.

<sup>1</sup> This course should be completed in the student's Freshman year.

<sup>2</sup> These courses should be completed by the student's sophomore year.

<sup>3</sup> This course may not be taken until the senior year.

<sup>4</sup> This course may not be taken until the junior year.

It is general School of Business policy that junior standing or above is required for all 200-level and above courses except BU 200, AC 203 and AC 204.

Bracketed credits, for micro- and macroeconomics and for business ethics, are not included in the cumulative business core credits; these courses satisfy the appropriate General Education Core requirements.



## Business Major Requirements

Each of the six majors in the School of Business has its own major requirements.

### Bachelor of Science

*(Major in Accounting)*

AC 203, 204, 310, 320, 330 and 343.

Students majoring in accounting must complete their course work in the major with a minimum grade point average of 2.5 and must have a 2.5 average in AC 11 and AC 12 to continue in other accounting courses. Accounting majors or minor must have at least a 2.5 average in AC 203 and 204 to be admitted to any 300-level Accounting course.

### Bachelor of Science

*(Major in Finance)*

Beginning with the Class of 2000

Required courses: AC 203, FI 210, FI 215, FI 330; and any 2 of the following: FI 200, FI 220, FI 240, FI 310, FI 315.

**Note regarding double majors in accounting and finance:**

*AC 203 cannot be used for both majors. Therefore, students double majoring in Accounting and Finance must take one (1) additional course in Accounting and/or Finance which is selected in consultation with both Area Coordinators.*

### Bachelor of Science

*(Major in Information Systems)*

IS 230, 310, 395.

Three courses from any IS electives or QA 210.

### Bachelor of Science

*(Major in International Studies-International Business)*

Beginning with the Class of 2000

IL 10, AY 130 or AY 150, PO 12, IL 200, IL 250, IL 300. Also required as part of the major, 15 credits of electives, including 9 credits in International Business courses and 6 credits from the specified course list in the College of Arts & Sciences.

### Bachelor of Science

*(Major in Management)*

MG 215, 220, 230, 300.

Two courses from MG 310, 330, 350, 355, 360, 370, BU 320.

## Bachelor of Science

*(Major in Marketing)*

MK 200, 210, 225, 240, 320.

One course from MK 300, 350, 360, 370.

## Business Electives

Each of the majors in the School of Business requires the completion of one business elective course of three credits. This elective course may be taken in any area of business course offerings, provided any prerequisite is met. Classes 1998-2000 require two business electives.

## Free Electives

Each of the majors in the School of Business requires the completion of four free electives for a total of 12 credits. A free elective is a course chosen by the student without any restrictions relating to the student's major. The Area Coordinator for the student's major should be consulted for specifics.

## Curricula for Minors

Each of the eight minors has its own curriculum.

1. *Minor in General Business*  
BU 100, 200, and any three courses in Business.
2. *Minor in Business Law, Regulation and Ethics*  
BU 11, AE 291, BU/AE 391.  
Three courses from the following,  
no more than two from each group.  
Group 1 – BU 220, 311, 312, 320, 325, 330, 340,  
350, 360  
Group 2 – AE 281, 282, 284, 295, 384
3. *Minor in Finance*  
AC 11, BU 100 or IL 101 and FI 210, 215, and  
two other finance courses from FI 200, FI 220,  
FI 240, FI 310, FI 315.
4. *Minor in Information Systems*  
IS 30, IS 230, BU 100 or IL 101, IS 310, and two  
IS electives.
5. *Minor in Management*  
MG 215, 220, 230, and BU 100 or IL 101  
and one 300 level management course.
6. *Minor in Marketing*  
MK 200, 210, 320. Two courses from MK 225, 240,  
300, 330, 360, 370. Students from the College of Arts  
and Sciences should note that QA 11 is a prerequi-

site for MK 320. QA 11 may be substituted for one of the electives at the discretion of the area coordinator.

7. *Minor in Accounting*

AC 11, AC 12, AC 203, AC 204

and one 300-level accounting elective course.

8. *Minor in International Studies-International Business*

This minor is multi-disciplinary, with the objectives of providing students with an international perspective:

- Making them sensitive to the global interdependence in which they will be living and working;
- Informing them of the similarities and differences between the socio-political and economic environments of different countries; and
- Furnishing them with a broad understanding of the social, cultural, political, and economic forces shaping the international environment.

The minor offers courses in interdisciplinary areas which will complement the basic discipline in which students are majoring.

The minor in International Business is designed to prepare students for careers in multinational organizations, financial institutions, and other service industries, trading organizations, non-profit and government institutions.

The minor consists of an 18-credit program of six courses. The courses for the minor are to be completed in addition to the student's major requirements. The courses included in the program, subject to change, are as follows:

IL 10, IL 101 or BU 100, IL 200 and IL 250  
and two courses with international content from the School of Business.

**Advisor for International Business:**

Dr. Katherine Kidd, Director of International Studies

9. *Minor in Operations Management*

BU 100, 200; MG 210, 225

One course from accounting or business law or finance or information systems or international business or management or marketing or MG 397-398.

# Course Descriptions

## Accounting

### AC 11 Introduction to Financial Accounting

Accounting has been called the "language of business." This course is designed to help students learn to speak this language by providing an introduction to the concepts and uses of financial accounting information in a business environment. The areas covered include measurement and valuation of assets and liabilities, the determination of net income and the preparation and analysis of basic financial statements.

3 credits

### AC 12 Introduction to Management Accounting

Management accounting provides the information which is necessary to support managers' decisions. Relevant areas in the course will include cost flows, product costing, forecasting, budgeting, and current management accounting concepts. Various skills valued by business managers will be included in the course. A minimum combined cumulative grade point average of 2.50 in AC 11 and AC 12 must be attained in order to take AC 203. Prerequisite: AC 11.

3 credits

### AC 203 Intermediate Accounting I

This course emphasizes accounting theory and concepts and the presentation of financial statements in conformity with generally accepted accounting principles. The student is presented with the various accounting procedures and valuations associated with the presentation and communication of financial information. Prerequisite: AC 12 with a minimum cumulative grade point average in AC 11 and AC 12 of 2.50.

3 credits

### AC 204 Intermediate Accounting II

This course is a continuation of AC 203. The student covers such complex topics as pension plans, accounting for income taxes, lease transactions, dilutive securities and earnings per share and corporate investments. Prerequisite: AC 203 with a minimum grade of C— and a 2.50 cumulative, grade point average in AC 11 and AC 12.

3 credits

### AC 310 Advanced Accounting

This course examines advanced areas in accounting theory and practice. Areas which will be examined include accounting for consolidated business activity and other business combinations, partnership formation and liquidation, bankruptcy, international accounting and reporting, foreign statement translation, the Securities Exchange Commission and other related topics. Prerequisites: AC 204, a combined minimum cumulative grade point average of 2.50 in AC 203 and AC 204, and a 2.50 cumulative grade point average in all accounting courses taken in the program.

3 credits

**AC 320 Cost Accounting**

This course is concerned with the planning and control function of internal management in their decision-making capacity. The student should develop an understanding of the accumulation of product costs, behavior and allocation of costs, elements of forecasting and budget preparation, capital budgeting, and evaluation of segments through responsibility accounting. Prerequisites: AC 203 and permission of the Area Coordinator or AC 204 and a combined cumulative grade point average of 2.50 in AC 203 and AC 204. *3 credits*

**AC 330 Auditing**

Auditors play an important role in society by lending credibility in financial accounting information. This course provides an introduction to the audit of financial statements by independent certified public accountants with an emphasis on auditing concepts and the underlying rationale for audit procedures. The course begins with audit planning, risk assessment, sampling, evidence evaluation, and performance of an audit and proceeds by exploring the professional and legal environment within which auditors operate. Prerequisites: Senior standing, AC 204, a 2.50 cumulative quality point average in all accounting courses taken in the program, and a combined minimum cumulative grade point average of 2.50 in AC 203 and AC 204. *3 credits*

**AC 343 Federal Income Taxation I**

This course introduces students to income tax, adjusted gross income, deductions from adjusted gross income, itemized deductions, property transactions, filing status and exemptions, passive activity losses, tax credits and tax computations. Tax compliance and preparation considerations for individuals will also receive attention. Prerequisites: Senior standing, AC 204, a 2.50 cumulative grade point average in all accounting courses taken in the program and a combined minimum cumulative grade point average of 2.50 in AC 203 and AC 204. *3 credits*

**AC 345 Federal Income Taxation II**

This course continues the study of taxation begun in AC 343 Federal Taxation I. The topics will include formation of the corporate distributions, liquidations, reorganization. Personal Holding Companies, Subchapter S Corporations and Partnerships will also receive attention. Tax return preparation and compliance as well as research and planning will be integrated throughout the courses. Prerequisite: Senior standing, AC 343, a 2.50 cumulative grade point average in all accounting courses taken in the program and a combined minimum cumulative grade point average of 2.50 in AC 203 and AC 204. *3 credits*

**AC 350 Controllershship**

This course provides an in-depth understanding of the controller's role and responsibilities. The course material covers planning for control, accounting reports and interpretations, tax administration and government reporting. Prerequisites: AC 204, a 2.50 cumulative grade point average in all courses taken in the accounting program and a 2.50 combined cumulative grade point average in AC 203 and AC 204. *3 credits*

**AC 360 Financial Statement Analysis**

This course provides users of financial statement data with analytical skills to evaluate a firm's financial performance and financial position within the context of its industry. Analytical skills included are business strategy, financial statement analysis and forecasting. Applications include security analysis, bankruptcy prediction, merger and acquisition activity. Prerequisite: AC 204 and minimum 2.5 combined cumulative grade point average in AC 203 and AC 204 and 2.5 minimum in all accounting courses taken. *3 credits*

**AC 365 Accounting Information Systems**

This course deals with management planning and control by means of information systems and their relationship in the accounting function. The students will be introduced to the theory of information systems, information needs of various department managers, accounting techniques used and behavioral impact of information systems. Prerequisites: AC 204, IS 12, a 2.50 cumulative grade point average in all courses taken in the accounting program and a 2.50 combined cumulative grade point average in AC 203 and AC 204. *3 credits*

**AC 370 Contemporary Issues and Problems in Accounting**

This course presents a seminar in current accounting issues to discuss the latest statements issued by the FASB as well as other important proposals which affect the legal and professional status of the accountant. Prerequisites: Senior standing, AC 204, a 2.50 cumulative grade point average in all courses taken in the accounting program and a 2.50 combined cumulative grade point average in AC 203 and AC 204. *3 credits*

**AC 380 Municipal and Not-For-Profit Accounting**

This course examines fund accounting theory and concepts and the reporting principles promulgated by both the Governmental Accounting Standards Board (GASB) as well as the Financial Accounting Standards Board (FASB) as they relate to municipalities, health care organizations and universities. Prerequisites: AC 204, a 2.50 cumulative grade point average in all courses taken in the accounting program and a 2.50 combined cumulative grade point average in AC 203 and AC 204. *3 credits*

**AC 397-398 Seminar in Accounting**

A special program involving independent study and research under faculty guidance. Also intended for students accepted in an approved internship. Prerequisite: Open only to seniors majoring in accounting and approved by the Area Coordinator. Students must have an overall grade point average of 2.5 or better. *3 or 6 credits*

**BU 311 The Law of Contracts, Property, & Business Organizations**

This course examines business law topics related to contracts and business organizations including common law contracts, sales and leases of goods (Articles 2 & 2A of the Uniform Commercial Code), real and personal property, bailments, and the principles of agency. Various forms of business organizations will be studied; partnerships, corporations and limited liability corporations. Prerequisite: BU 11. *3 credits*



### **BU 312 The Law of Negotiable Instruments, Secured Transactions & Bankruptcy**

This course offers an analysis of legal principles related to negotiable instruments, bank deposits and collections, secured transactions, suretyship, debtor-creditor relationships and bankruptcy. Prerequisite: BU 11. *3 credits*

## **Business Ethics**

### **AE 291 Ethics in Business Management**

An investigation of ethical problems in business practice. Topics include personal morality in profit-oriented enterprises; codes of ethics: obligations to employees and other stakeholders; truth in advertising, whistle-blowing and company loyalty; regulation, self and government; the logic and future of capitalism. Junior standing. *3 credits*

## **Finance**

### **FI 200 Global Capital Markets**

With the rate of financial innovation and globalization increasing, financial instruments and institutions are becoming international in nature and scope. This course surveys a variety of financial instruments, institutions and markets from a global perspective. Also covered is the relationship between financial intermediaries and central banks. The use of traditional and new financial instruments will be reviewed in the context of the specific markets they serve. Prerequisite: BU 100 or equivalent. *3 credits*

### **FI 210 Principles of Investments**

This course is an introductory analysis of the determinants of valuation for bonds, stocks, and options. The functions of efficient capital markets are stressed in developing the return-risk tradeoffs that are essential in the valuation process. Prerequisite: BU 200. *3 credits*

### **FI 215 Financial Management**

This course is an analysis of optimal financial decision making. Emphasis is placed upon the investment, financing, and dividend decisions within the existence of efficient capital markets. Prerequisite: BU 100. *3 credits*

### **FI 220 Working Capital Management**

This course is an examination of the management of current assets and current liabilities. Emphasis is placed upon cash and marketable securities management, cash budgeting, inventory control, accounts receivable management, and short-term and intermediate-term financing. Prerequisite: BU 100. *3 credits*

### **FI 240 International Finance**

This course deals with the international aspects of corporate finance and investment. Topics covered include foreign exchange with emphasis on exchange rate determination, exchange rate risk and management, international money and capital markets, international capital budgeting, cost of capital,

international trade financing and working capital management. Prerequisite: BU 100, or similar coursework with permission of instructor. *3 credits*

### **FI 310 Portfolio Analysis**

This course is an examination of individual and institutional portfolio management. The overall model of portfolio analysis separates decision making into five major areas: portfolio planning, investment analysis, portfolio selection, portfolio evaluation, and portfolio revision. Prerequisite: FI 210. *3 credits*

### **FI 315 Futures and Options Markets**

This course examines the use of futures and options by financial managers. Both hedging and speculation will be covered. The focus of the course is on financial contracts: currencies and stock indices, both in the United States and in the United Kingdom. Prerequisite: FI 210. *3 credits*

### **FI 330 Applied Financial Management**

This course is an examination and application of the principles developed in financial management, FI 215, to specific corporate problems. The objective is an integration of the theory and practice of finance, using case studies. Prerequisite: FI 215. *3 credits*

### **FI 397-398 Seminar in Finance**

A special program involving independent study and research. Also intended for students accepted in an approved internship. Prerequisite: Open only to seniors with approval by the Area Coordinator. Students must have an overall grade point average of 2.5 or better. *3 or 6 credits*

## **International Studies-International Business**

For all courses in International Studies-International Business see pages 99 to 101.

### **IL 365 International Business Practicum**

This course provides a first-hand look at how businesses outside of the United States operate. Over a two- to three-week period, students visit approximately 20 businesses in Europe or Asia. Management of the various firms describe their operations and strategies. The course is offered during the summer and during the winter intersession. Travel and accommodation expenses are additional to tuition. *3 credits*

## **Information Systems**

### **IS 30 Introduction to Business Software and Information Systems**

This course introduces the student to microcomputer applications software. The student will learn a specific application such as word processing, graphics, or spread sheet analysis. The course stresses hands-on use of the IBM personal computer, with required exercises assigned throughout the semester. The course will also explore information systems, analysis, and design as used in business. *2 credits*

**IS 199 Business Software Topics**

This course introduces the student to software applications not addressed in the business core (IS 30) program which focuses on MS Office, namely, Word, Excel, and Powerpoint. The course is laboratory-oriented and can be taken for different contemporary topics more than once and be additive toward a 3-credit IS elective. The topics may include project management, business simulation and expert systems, advanced macro-programming with spreadsheet packages, and other applications software for the microcomputer or client/server system. *1 credit*

**IS 230 Information Analysis**

This course emphasizes information analysis and the logical specification of the system. Emphasis is placed on the iterative nature of the analysis and design process. Exercises and case studies with student presentations are used to develop proficiency in information analysis techniques. Topics covered are strategies for developing information system application, system development, life cycle, application system development, individual behavior, and group dynamics in the development process; problem need identification and feasibility assessment; information requirements determination; and requirement analysis and logical specification. Data management modeling and concepts in database design and implementation complement the systems analysis process. Hands-on project work, using Microsoft Access, is integrated into the course and is applied to real business projects in a variety of environments. Prerequisite: IS 30. *3 credits*

**IS 235 Introduction to Business Programming**

This course gives an introduction to computer programming in a business environment. Emphasis is placed on the fundamentals of structured program design, development testing, implementation, and documentation of business-oriented applications. Discussion and application of programming techniques in a variety of high-level programming languages are covered in depth for major programming projects. Prerequisite: IS 30. *3 credits*

**IS 236 Introduction to COBOL**

In this course students will learn to program in COBOL. The application of computers to business problems will be studied. File handling and array manipulation will be emphasized. Prerequisite: IS 30. *3 credits*

**IS 240 Introduction to Systems Design Process**

This course examines techniques for selecting, installing, and operating computer systems and their peripheral equipment. Concepts of decisions with respect to compiler and hardware selection. Development of operating procedures, form design, systems charting and documentation. Prerequisite: IS 30. *3 credits*

**IS 241 Systems Design and Fourth Generation Languages**

In this course concepts of business system design and design procedures are studied. Disk programming and file layout for the purposes of system design are covered. Business systems will be discussed in depth. Students will design and program one commercial system in COBOL. Prerequisite: IS 30 and IS 236. *3 credits*

**IS 245 Data Communications Systems and Networks**

This course familiarizes the student with the concepts and terminology of data communications, network design and distributed information systems; equipment, protocols and architectures and transmission alternatives; the communications environment, regulatory issues, and network pricing and management. Prerequisite: IS 30. *3 credits*

**IS 299 Business Software Topics**

This course introduces the student to software applications not addressed in the business core (IS 30) program which focuses on MS Office, namely, Word, Excel, and Powerpoint. The course is laboratory-oriented and can be taken for different contemporary topics more than once and be additive toward a 3-credit IS elective. The topics may include project management, business simulation and expert systems, advanced macro-programming with spreadsheet packages, and other applications software for the microcomputer or client/server system. *2 credits*

**IS 300 Seminar in Contemporary Topics in Business Computing**

In this course students will study problems created by the increasingly widespread use of computers. They will examine new developments or current practices in computer and information science. A topic will be selected for thorough study; possible subject areas include data structures, recent hardware or software advances, specialized applications. Prerequisite: IS 30. *3 credits*

**IS 310 Information Systems in Organizations**

This course establishes a foundation for understanding and analyzing information in organizations. Fundamental concepts of systems and information are explained. The role of information systems in organizations, and the relationship of these systems to organizational objectives is developed. Students are introduced to the systems point of view, the organization of a system, information flows, the nature of information systems; elementary skills used in representing systems structure, and the types of applications that are part of an information system. Topics include: information systems and organizations; representation and analysis of system structure; systems, information and decision theory. An information systems major must attain a minimum grade of C for IS 210 and a minimum cumulative grade point average in information systems of 2.50 in order to continue in the program. This course is co-listed in the Management program as MG 270. Prerequisite: IS 30. *3 credits*

**IS 340 Theories of Data Management**

This course develops an appreciation of the data resources and the issues in managing data. In order to achieve this purpose, the course provides technical background on computer system management of data. Within the context of the technical background, the course provides instruction in defining data needs, functions on data, user-oriented data languages, management of data within organizations. The course also includes an analysis of data structure and storage; file organization techniques; sequential, indexed sequential, multilist, and inverted files; operating system topics related to data, such as dynamic storage

allocation and virtual memory; database management functions and database management systems; logical and physical data models; user-oriented data languages; and the management of data as a resource. Prerequisite: IS 30. *3 credits*

### **IS 350 International Information Systems**

The course surveys the role of computer technologies in international business, emphasizing the global market and resource management. The course covers the social, economic, and political impacts of information technologies with a focus on design and control of computer resources. Contemporary issues such as privacy, security, copyright and patent infringement, and national information policies are covered extensively using case studies and current literature. Technological cultures in the US, western Europe, and developing nations will be examined. The impact of transborder data flows on business structures, products and services are surveyed to illustrate the growing importance of computer information systems for competitive advantage. Prerequisites: Junior standing and permission of the instructor. *3 credits*

### **IS 360 Decision Support and Expert Systems**

The course is an in-depth investigation of the relationship between managerial decision-making and the application of information technology to make them more efficient and effective. The topics of decision-making models, tools, and process are examined by students working on teams focused on actual situations in the local, national, and international business communities. Extensive use of case study and role-playing methods are employed. Several current expert systems shells are discussed and demonstrated. Students have laboratory project work with at least one expert system software package. Human, social, ethical, and political aspects of expert system and simulation model design and use are examined. Prerequisite: IS 30. *3 credits*

### **IS 395 Information Systems Project**

This is the capstone course in the major. It brings together all of the concepts from previous courses regarding information systems. It also provides the student with experience in analyzing, designing, implementing, and evaluating information systems. Prerequisites: IS 340, IS 230. *3 credits*

### **IS 397-398 Seminar in Information Systems**

A special program involving independent study and research. Also intended for students accepted in an approved internship. Prerequisite: Open only to seniors majoring in information systems and approved by the Area Coordinator. This course is administratively handled by the Office of the Dean and requires a formal application by the student to the faculty project advisor and the Area Coordinator. The course does not count toward fulfilling the requirements for the IS major, but it does count toward meeting University credit requirements. Senior status required. *3 or 6 credits*

### **IS 399 Independent Study in Information Systems**

This course of independent study, research, and/or information systems project is a program supervised by one of the full-time faculty, for students who wish to pursue a topic of interest to him or her. An application form must be completed by the

student and a faculty project advisor who agree to conduct the work according to a mutually agreeable schedule. The Area Coordinator and Dean must approve the work. Once the form is completed and submitted to the Registrar, the student is allowed to register for the course, which is taught during the fall and spring semesters. If any work is to occur at any time other than the semester registered, this approval must be obtained by the faculty project advisor and the Area Coordinator prior to commencement of any work. Normally, the student will have completed at least two advanced IS courses before taking this course. *3 credits*

## **Management**

### **MG 210 Managing the Operations Function**

This course will continue the examination of the theory and practice of contemporary Operations Management. The decisions required to bring a product or service from concept and design to the marketplace and the customer will provide a framework for this discussion. Consideration will be given to how quality goods and services can consistently be delivered to the customer. These decisions and their relevance to the strategic success of the enterprise will be emphasized. Prerequisites: BU 100 and BU 200. *3 credits*

### **MG 215 Advanced Organizational Behavior**

This course examines advanced topics in organizational behavior. Course modules will focus on five skill areas: communication and conflict resolution, leadership and motivation, decision-making, problem-solving, groups and intergroups, and politics and culture. Students will participate in an organizational simulation and will be expected to complete an applied organizational research project as course requirements. Prerequisites: BU 100 and BU 200. *3 credits*

### **MG 220 Organization Theory and Design**

This course examines such macro-organizational concepts as strategic goals, structure, environment, and organizational performance. Topics include: bureaucracy, task and job organization, hierarchy, control, power, and decision making. Functional, product, matrix, and parallel structures are discussed and compared, along with the relationship of environmental demands to different structural types. The implications for managers of interdepartmental communication, reorganization, and plan implementation are also discussed. Prerequisites: BU 100 and BU 200. *3 credits*

### **MG 225 Operations and Technology Management in a Changing Global Environment**

This course will examine the on-going discussion about how to best produce goods and services for the global market. Current issues would include the state of trade in high-technology industries, the world-wide movement to Just In Time Continuous Improvement methods throughout the business enterprise. Consideration will be given to how our competitors in appropriate topic will be presented and defended by the student. Prerequisites: BU 100 and BU 200. *3 credits*



### **MG 230 Personnel and Human Resource Management**

This course examines topics in personnel administration and human resource management as they relate to contemporary organizational problems. Recruitment, selection, placement, performance appraisal, compensation, benefit administration, legal consideration, discrimination, training and career development, and union-management negotiations will be covered. In addition, applied human resource problems such as manpower planning, human resource accounting, and improving the quality of work life are addressed. Current changes in the human resource function in organizations and their implications for management will also be explored. Prerequisites: BU 100 and BU 200. *3 credits*

### **MG 270 Information Systems in Organizations**

This course establishes a foundation for understanding and analyzing information in organizations. Fundamental concepts of systems and information are explained. The role of information systems in organizations and the relationship of these systems to organizational objectives is developed. Students are introduced to the systems point of view, the organization of a system, information flows, the nature of information systems, elementary skills used in representing systems structure, and the types of applications that are part of an information system. Topics include: information systems and organizations; representation and analysis of system structure; systems, information, and decision theory. This course is co-listed in the Information Systems program as IS 310. Prerequisite: IS 30. *3 credits*

### **MG 300 Contemporary Issues in Management**

This course builds on the concepts presented in MG 21 and MG 31, focusing on the application of managerial principles and practices in contemporary problem solving and decision making situations. A review of current business publications and the case method will serve as the principle sources of issues to be considered. Topics will include organization strategy, effective use of resources, the role of corporate image, analysis of organization structure, and responsibility to the organization's various publics, among others. Prerequisites: BU 100 and BU 200. *3 credits*

### **MG 310 Seminar in Production and Operations Management — Operating the Firm**

In this course a student will develop an aggregate production plan for a hypothetical firm using basic skills developed in production and operations management. Working as teams, they will develop a business plan and simulate the operation of their firm. The effect of tradeoffs in key areas, such as capacity, facility location, productivity, quality and materials control will be studied. The teams will compete as if they were in an actual business environment by presenting and defending their decision. Prerequisites: BU 100 and BU 200. *3 credits*

### **MG 320 Diversity in the Workplace**

This course seeks to develop the framework in which questions can be framed, and answers sought, with regard to the challenge of diversity in the work environment. In this regard, readings, exercises and real-world projects will be used to formulate the following: a definition of diversity; the promotion

of an awareness of its impact on businesses and their managers; the identification of not only the challenges that diversity presents but also the opportunities it allows for even more productive workplace interactions; and the necessary skills, attitudes, and patterns of critical thinking needed for effective leadership in this important area. Issues presented will be done so in the real-life context of specific racial, gender and class groups. *3 credits*

### **MG 330 Career Planning**

This course explores issues relating to career planning and development applications in organizations. The career stage models of early, mid and late career will be examined, and the relationships of career development practices to the personnel functions in organizations are explored. Career issues relating to differences in career paths for men and women, technical professionals, and mentoring practices will also be examined. Opportunities for students to explore their own individual planning needs are provided. *3 credits*

### **MG 350 Entrepreneurship and Small Business Management**

In this course the student is made aware of the problems, opportunities, policies, and practices of the small business enterprise and its unique role in the free enterprise system. The small business firm is examined from conception of the opportunity to operating the firm, the creative idea, feasibility studies, the development of the business and financial plan, launching the venture, and managing the firm. Case problems of small business firms are studied. *3 credits*

### **MG 355 Organizational Culture**

This course forms the framework of the theories and concepts of an organization's culture within which students will a) identify issues affected by organizational culture and learn how they may be more effectively managed, b) learn how to analyze, enter, adjust to, and become established in a new corporate culture, c) explore methods for operating effectively within an organization's prevailing culture, and d) examine ways of influencing or changing an organization's prevailing culture. Prerequisite: MG 220. *3 credits*

### **MG 360 International Management**

This course covers the history and evolution of international business, the international environment, and the development, organization, and structure of the international firm. Also treated is the international economy in relation to business policy, accounting, finance, and marketing decision making, resource transfer and impact on the host country, business-government relations, and national and international control of the multinational corporation. Prerequisites: BU 100 and BU 200 or instructor's approval. *3 credits*

### **MG 370 Management-Labor Relations**

This course explores questions about the role of labor unions in both private and public sector organizations. It will cover labor history and government regulation of the union-management relation as well as the processes of union organizing, negotiations, and dispute resolution. Special attention will be given to the effect of unions on wages, productivity, profitability, and organizational competitiveness. *3 credits*

**MG 397-398 Seminar in Management**

A special program involving independent study and research under faculty guidance. Also intended for students accepted in an approved internship. Prerequisite: Open only to seniors majoring in management and approved by the Area Coordinator. Students must have an overall grade point average of 2.5 or above. *3 or 6 credits*

**IS 360 Decision Support and Expert Systems**

(see course description in Information Systems section; cross-listed as a Management elective.)

## Marketing

**MK 200 Marketing Management**

This course examines the theory and practice of marketing management. It studies environmental analysis, strategic planning, and the related concepts of buyer behavior, market segmentation and the product life cycle. Subsequently, it discusses the functional applications of marketing in product management, marketing and communications, sales and channels management, and pricing. Prerequisite: Junior standing. This course is a prerequisite for all marketing courses.

*3 credits*

**MK 210 Consumer Behavior**

This course provides the student with an understanding of the behavior of consumers in the marketplace. An interdisciplinary approach is used employing concepts from such fields as economics, psychology, social psychology, sociology, and psychoanalysis. Among the many topics covered are motivation, perception, attitudes, consumer search, and post-transactional behavior. Prerequisite: Junior standing and MK 200.

*3 credits*

**MK 225 Marketing Communications**

In this course the student will be challenged to integrate diverse promotional elements, such as advertising, packaging, direct marketing, sales promotions and public relations into a comprehensive marketing communications program. The intent of the course is to provide a general background to the varied strategic alternatives that are available to a corporation in communicating with its consumers. The role of both traditional and non-traditional media are discussed in this regard. The student is encouraged to consider the social and ethical consequences of marketing communications. Prerequisite: Junior standing and MK 200.

*3 credits*

**MK 240 Sales Management**

This course is a study of the activities of intermediaries and other institutions which provide for the flow of goods and services from producer to consumer. Emphasis will be placed on the role of sales management in channel relations. The elements of selling for both industrial and consumer goods will be explored. Prerequisite: Junior standing and MK 200.

*3 credits*

**MK 300 Contemporary Issues in Marketing**

This course presents a seminar on current marketing issues. It is intended to familiarize the student with the latest issues, events, and problems in marketing. The subject matter for the course draws upon recent events in marketing and course materials are derived from current periodicals and cases. Prerequisite: Senior standing and MK 200.

*3 credits*

**MK 320 Marketing Research**

This course gives the student an appreciation of the role marketing research plays in reducing the risks associated with marketing decisions. Emphasis is placed on developing the student's basic skills in conducting and evaluating marketing research projects. Topics include problem formulation, research design, data collection instruments, sampling and field operations, data analysis, and presentation of results. Prerequisites: Senior standing, MK 200 and QA 11.

*3 credits*

**MK 350 Business to Business Marketing**

This course examines the characteristics that differentiate industrial from consumer marketing. Nature of industrial demand, buyer characteristics, industrial market research, competitive bidding, selling of industrial products, sales and advertising strategies in marketing to business, government, and non-profit organizations. Practices and policies in the distribution of industrial goods. Prerequisite: Senior standing and MK 200.

*3 credits*

**MK 360 International Marketing**

This course emphasizes the role of marketing and marketing management in different environments having an impact on the various marketing functions. In addition to a focus on marketing activities and their management which are experienced in the domestic environment, special emphasis is given to cultural, political, geographic, and other factors in different environments. The focus is on international marketing by firms in other nations as well as American firms. Prerequisite: Senior standing and MK 200 or by permission of instructor.

*3 credits*

**MK 370 Product Management**

This course focuses on one element in the marketing mix — the product. It examines such questions as how should a firm effectively and efficiently manage its current product line and develop potential new products. Consideration is also given to strategic planning. Prerequisite: Senior standing and MK 200.

*3 credits*

**MK 397-398 Seminar in Marketing**

A special program involving independent study and research under faculty guidance. Also intended for students accepted in an approved internship. Prerequisite: Open only to seniors majoring in marketing and approved by the Area Coordinator. Students must have an overall grade point average of 2.5 or above. Prerequisite: MK 200.

*3 or 6 credits*

## Environmental Policy

### BU 120 Environmental Management and Policy

The course provides an opportunity to consider environmental issues and decision making from a business, economic and policy perspective. Defining and proposing solutions to domestic and international environmental problems will provide for different points of view and approaches which will be discussed and debated. The course format combines readings, simulations, cases, in-class discussions, role playing, and presentations. *3 credits*

### BU 220 Environmental Law and Policy

This course surveys issues arising out of federal laws designed to protect the environment and manage resources. It will consider in detail the role of the Environmental Protection Agency in the enforcement of environmental policies arising out of such laws as the National Environmental Policy Act, the Clean Water Act and Clear Air Act among others. The impact of Congress, political parties, bureaucracy, and interest groups in shaping environmental policy will also be considered. Special attention will be given to the impact of environmental regulation on business and private property rights. *3 credits*

## Business Law

### BU 11 Legal Environment of Business

This course is a basic study of the law, legal institutions, and the legal and social responsibility of business. Includes legal history and legal process, judicial systems, common law, statutes and regulations, with an emphasis on torts, contracts, antitrust and trade regulation, protection of the environment, worker safety, product liability, and corporate crime. *3 credits*

### BU 220 Environmental Law and Policy

This course surveys issues arising out of federal laws designed to protect the environment and manage resources. It will consider in detail the role of the Environmental Protection Agency in the enforcement of environmental policies arising out of such laws as the National Environmental Policy Act, the Clean Water Act and Clear Air Act among others. The impact of Congress, political parties, bureaucracy, and interest groups in shaping environmental policy will also be considered. Special attention will be given to the impact of environmental regulation on business and private property rights. *3 credits*

### BU 311 The Law of Contracts, Property & Sales

This course examines business law topics related to contracts and business organizations including common law contracts, sales and leases of goods (Articles 2 & 2A of the Uniform Commercial Code), real and personal property, bailments, and the principles of agency. Various forms of business organizations will be studied; partnerships, corporations and limited liability corporations. Prerequisite: BU 11. *3 credits*

### BU 312 The Law of Business Organizations and Financial Transactions

This course offers an analysis of legal principles related to negotiable instruments, bank deposits and collections, secured transactions, suretyship, debtor-creditor relationships and bankruptcy. Prerequisite: BU 11. *3 credits*

### BU 320 Employment Law

Legal issues important to the management and employment functions of the modern corporation. Topics include labor law, diversity, employment discrimination, privacy, benefits and workplace safety and terminations. Prerequisites: BU 11, MG 21, MG 230. *3 credits*

### BU 325 Law, Women and Work

This course will explore the development of American law relating to women and gender and its interrelationship with women's status and achievement in the workplace. The course will focus on how social concepts of gender have impacted both law and work in the United States. Topics covered will include: the historical context: the "cult of womanhood," the early feminist challenges, and early protective legislation; Constitutional development of the ideas of gender equality; equal employment opportunity laws; and family issues including family leave, pregnancy in the workplace, and benefits protection; current theoretical perspectives of women in work and law; special issues for women of color, women in blue collar jobs, women in management and women as entrepreneurs. Prerequisite: none. *3 credits*

### BU 330 Law and Small Business Organization

This course examines legal topics relating to the individual and small business person, including law of real and personal property and applicable contract law, bailments, public and private land use, insurance, trusts and estates, arbitration and dispute settlement, personal and business injury claims. Prerequisites: BU 11 and junior standing. *3 credits*

### BU 340 Business Law Seminar

This course is an in-depth analysis of current legal issues relating to American business. Topics will vary each semester offered, and may include current antitrust and merger policies; defense contracting; new issues in product safety and consumer protection; environmental regulation; comparable worth and other equal employment issues; corporate crime and computer law. Prerequisites: BU 11 and junior standing. *3 credits*

### BU 350 International Business Law

This course is a study of international laws, legal institutions and the societal and cultural institutions that impact and regulate business activity throughout the world. Selected examples of laws and legal systems will be examined and their relationship to American and foreign business enterprise. Prerequisite: junior standing. *3 credits*



### **BU 360 Government Policy and the Regulation of Business**

This course will explore the effects of past and current federal regulatory policies on business and industry and consider alternatives. It will examine in particular the administrative regulation of business and business interaction with such agencies as the Federal Trade Commission, Consumer Product Safety Commission, Securities and Exchange Commission, Occupational Health and Safety Commission and Food and Drug Administration, among others. Emphasis will vary to reflect current business concerns. Prerequisite: junior standing. *3 credits*

### **BU 391 Seminar in Business Law, Regulation and Ethics (capstone seminar)** (cross-listed with AE 391)

An interdisciplinary study of these three aspects of the business environment. Topics focus on the interaction of law and ethics, and the regulatory public policy issues in such areas as multiculturalism, work and family, the environment, product safety, international business, and advertising. This course is the capstone experience for students minoring in Business Law, Regulation and Ethics. Prerequisites: AE 291, BU 11, two other courses in either law or applied ethics, or permission of the instructor. *3 credits*

## **Interdisciplinary Sequence of Business Fundamentals**

### **BU 100 Business Decision Making**

This is the first module of a three-semester course designed to introduce students to the principles of business management in the global environment. It focuses on the concepts which guide the decisions of enterprises on their goals, strategy, structure, and business operations. It will discuss environmental analysis, evaluation of strengths and weaknesses, mission definition and other tools of the strategy development process of enterprises. Field projects are an integral element of course, with the object of giving students early exposure to real-world business operations. *4 credits*

### **BU 200 Creating a Competitive Advantage**

This course builds on the foundations laid in BU 100 to discuss the imperative of creating a competitive advantage in the execution of strategy. It will examine the functions of the various business divisions – Production, Finance, Marketing, Accounting, Human Resources and Information Systems – in the development and implementation of strategy, and discuss the concepts relevant to their role in business operations. Field projects will focus on exercises designed to provide practical experience of business operations. *4 credits*

### **BU 225 Business Processes and Enabling Information Technologies**

This course is intended to provide hands-on exposure to the kinds of analytical and professional skills needed for decisionmaking/management in a modern business enter-

prise. Topics include IT/IS infrastructures, business operations, data and process models, data collection & analysis, technological risk assessment & reconciliation. Working in cross-functional project teams, students will analyze situations drawn from an actual business model with supporting operational data. Prerequisites: BU 200, IS 30. *4 credits*

### **BU 300 Business Strategy in the Global Environment**

The apex course discusses business strategy and operations in the global context. It will examine the economic, political, cultural, legal and technological dimensions of the global environment, and the strategic implications of international economy. The emphasis in field projects will shift to developing entrepreneurial skills. Workshops on entrepreneurship will be conducted, and students will develop a business plan for a new enterprise from concept to strategy formulation, including an international dimension. This course will replace BU 300 Business Policies in the 1996-97 academic year. *4 credits*

## **Quantitative Analysis**

### **QA 11 Business Statistics**

This course is an introduction to methods of data analysis with emphasis on the applications of statistical methods in business. Tabular and graphic presentation, principles of probability and statistical inference, regression analysis, and techniques for the analysis of business change are examined. *3 credits*

### **QA 201 Advanced Applied Statistics**

This course is an introduction to a variety of multivariate statistical techniques such as multiple regression, analysis of variance, canonical correlation, discriminant analysis and factor analysis. In addition, several nonparametric techniques will be discussed. The emphasis is on the application of such techniques. Students will be expected to use available computer statistical routines to solve and analyze problems presented in class. Prerequisite: QA 11. *3 credits*

### **QA 210 Quantitative Methods in Management Science**

This course provides an introduction to the application of quantitative methods in management decision-making. The emphasis is on the formulation of decision problems, their solution, and the application of those solutions. Commercially available software will be used to obtain computer solutions and thus allow the emphasis to be placed on formulation and application. Prerequisite: QA 11. *3 credits*

### **QA 215 Business Forecasting**

This course analyzes business conditions and early warning signals. Methods of time series analysis including examples of forecasting models are examined. Prerequisite: QA 11 or permission of the Dean. *3 credits*



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# SCHOOL OF NURSING

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*Opposite Page: Dr. Theresa M. Valiga, dean of the School of Nursing*



# School of Nursing

**Dean:** Theresa M. Valiga

**Professors:** Lippman, MacAvoy, Valiga

**Associate Professors:** Grossman, Hoeman, Wheeler

**Assistant Professors:** Dudac, Fleitas, Greiner, Manton, Obrig, Pomarico

**Instructor:** Karosas

The curriculum of the School of Nursing provides the student with the educational experiences whereby he or she can gain a strong base in the humanities, mathematics, social sciences, and natural sciences as well as in theory and practice in nursing. The program is designed to foster the personal and professional growth that is necessary for a committed and compassionate practitioner of nursing who is capable of providing professional nursing care to people in whatever setting they may be encountered.

The goal of the undergraduate program is to prepare the student for a beginning level of professional nursing practice in keeping with the focus for baccalaureate nursing programs. Fairfield prepares the student for general nursing practice. Throughout the program students are exposed to nursing practice in a variety of clinical settings and health care delivery systems. The program is designed to provide maximum exposure to nursing. Faculty members are exceptionally well qualified by both academic and practical preparation. The small student-faculty ratio is an inherent component of the program, particularly as it relates to clinical practice.

Nursing classes are held in a modern building that features a tiered lecture-demonstration room with projection facilities, a nursing simulation laboratory where students become familiar with common techniques and equipment, an education media room that has modern multimedia facilities for learning, and a computer laboratory.

The School of Nursing offers a Study Abroad opportunity at Harlaxton College, in England. Students choosing this option take liberal arts and community health nursing courses in which they have clinical experience under a system financed by the British National Health Service.

Students are responsible for purchasing their own uniforms as well as arranging for transportation to all off-campus learning experiences. Car pooling may be ar-

anged. Upon successful completion of the program, a student receives a B.S. degree in nursing and is qualified to write the NCLEX examination for licensure as a Registered Nurse (R.N.). Fairfield's program is accredited by the National League for Nursing Accrediting Commission.

For more information about the accreditation status of the program, contact the National League for Nursing Accrediting Commission at 61 Broadway, New York, NY 10006; (800) 669-9656 or (212) 363-5555.

## Educational Mobility for Registered Nurses

The program for registered nurse students does not differ from that of the full-time students in required courses and credits. The overall objectives of the program and the specific objectives for each course remain the same for both the full-time and the registered nurse candidates, hence ensuring consistency in the academic standards and quality of the program. The methods by which the course objectives are met by registered nurse students reflect teaching/learning strategies appropriate for adult learners. Registered nurses enroll in two seminar courses to facilitate entry into the program. These courses provide new theoretical learning, provide a forum for discussion of relevant nursing issues, and guide students in articulating their personal and professional goals.

### Admission

Registered nurse students are admitted through the School of Continuing Education and must complete a minimum of 12 credits with a grade of "C" or better in order to matriculate. Course requirements in the liberal arts and required supportive courses can be met by CLEP and ACT-PEP examinations, transfer credits from other academic institutions, or enrollment in specific courses. Courses are accepted in transfer from other accredited colleges and universities on the basis of a satisfactory ("C" or better) academic record and course equivalency. A minimum of 60 credits, including the last 30 credits for the degree, must be taken at Fairfield University.

### Advanced Placement in Nursing

Registered nurse students may earn advanced placement in the nursing major for a maximum of 30 credits. Advanced placement is awarded upon successful completion of ACT-PEP tests, NLN exams, portfolio assessment, or the articulation agreement among nursing programs in Connecticut.

### *Registration*

Registered nurse students register through the School of Continuing Education. Call (203) 254-4150 or (203) 254-4110 for procedures, class schedules, and dates for the fall, spring, and summer semesters.

## **Second Degree Program**

The School offers the nursing curriculum in an accelerated form for persons holding a baccalaureate degree in another field and who now wish to enter nursing. Upon completion of prerequisite courses, students matriculate and complete degree requirements in approximately 18 months. A minimum of 60 credits, including the last 30 credits for the degree, must be taken at Fairfield University. Information is available from the School of Nursing.

## **Graduate Program**

The School of Nursing Graduate Program is a 42-credit program of study preparing nurse-practitioners in family practice and psychiatric-mental health practice. Upon completion, graduates are eligible to take the professional certification examinations and be licensed as APRNs. The graduate program also is accredited by the National League for Nursing Accrediting Commission.

## **Nursing Curriculum**

The three components of the School of Nursing's undergraduate program are:

*The core curriculum* — Nursing students must complete the core curriculum that is required of all Fairfield undergraduates, with the exception that nursing students meet either the fine arts or the language requirement.

*Natural and social sciences* — Students take one year of chemistry and three semesters of biology which includes anatomy, physiology, and microbiology. Because the social sciences form an important part of the foundation for nursing practice, students also take courses in psychology and sociology.

*Nursing courses* — Classroom instruction in nursing theory and skills begins in the freshman year and continues throughout the undergraduate program. Nursing courses are comprised of both theoretical and clinical



components. With each passing year clinical work increases, until, by the senior year, a significant portion of time is spent in the nursing major, which includes clinical practice as well as the theory component. To ensure that students obtain the breadth and depth of clinical experience needed, the School has associations with many clinical facilities, including private hospitals, veterans hospitals, clinics, outpatient departments, rehabilitation centers, public health departments, long-term care facilities, home care agencies, community health centers, schools, and its own Health Promotion Center in Bridgeport.

The nursing courses in the sophomore, junior, and senior years are sequential and are prerequisites to other courses. Because of the special nature of the nursing curriculum, Human Anatomy and Physiology (BI 107-108), Microbiology (BI 151) and each nursing course must be completed successfully (minimum grade of "C") in order for students to progress in the course sequence for the nursing major. Students must also meet the promotion policy requirements of the University in order to progress in the program. Nursing majors must be certified in cardiopulmonary resuscitation (CPR) by the spring term of the sophomore year and remain certified throughout the nursing program. All health requirements and OSHA training requirements must be met each year prior to clinical practice.

**Bachelor of Science***(Major in Nursing)*

## Curriculum Plan

**First Year***Fall*

	Semester Hours
English 11	3
Biology 107	4
Chemistry 81	4
Philosophy/Religion 10	3
	<hr/> 14

**First Year***Spring*

Nursing 14	3
English 12	3
Biology 108	4
Chemistry 82	4
Math 19	3
	<hr/> 17

**Sophomore***Fall*

Nursing 201	2
Nursing 203	1
Nursing 205	2
Biology 151	4
Psychology 163	3
Religion/Philosophy 10	3
History 30	3
	<hr/> 18

**Sophomore***Spring*

Nursing 202	3
Nursing 204	1
Nursing 206	3
Psychology 151	3
Sociology elective	3
History elective	3
	<hr/> 16

**Junior***Fall*

Nursing 213	4
Nursing 215	4
English elective	3
Religious Studies elective	3
Fine Arts or Language	3
	<hr/> 17

**Junior***Spring*

Nursing 216	2
Nursing 218	5
Math 17	3
Philosophy elective	3
Fine Arts or Language	3
	<hr/> 16

**Senior***Fall*

Nursing 341	3
Nursing 343	5
Nursing 345	4
Ethics (Philosophy/Religious Studies/ Applied Ethics)	3
	<hr/> 15

**Senior***Spring*

Nursing 350	3
Nursing 352	3
Nursing 354	3
Electives	6
	<hr/> 15

## Course Descriptions

Courses described below are nursing courses only. As stated previously, all nursing students are required to take the core curriculum and designated support courses. Descriptions of core curriculum courses – as well as descriptions of other science and social science courses required of nursing students – may be found in the College of Arts and Sciences section of this catalog.

**NS 14 Introduction to Professional Nursing**

An introduction to the profession of nursing. The focus is on concepts basic to nursing science, the person as recipient of care, the definitions of health, and environmental and nutritional factors related to health. The nursing process and nursing models are introduced. Nursing technology is addressed through selected technical skills and the use of computers in health care. Cultural, legal, and ethical issues in nursing are addressed. (28 theory & 28 lab hours) 3 credits



**NS 201 Health Promotion I**

This course addresses health promotion and examines the role of nursing in assisting individuals and families to actualize their health potential. The focus is on multidimensional aspects of development across the life span and their relationship to the prevention of illness and management of common health concerns. Functional health patterns are introduced as a framework for health promotion. Critical thinking skills are emphasized, and relevant nursing research is integrated. Prerequisites: BI 107, BI 108, NS 14. Corequisite: PY 163.

(28 theory hours) *2 credits*

**NS 202 Health Promotion II**

This course focuses on health promotion and maintenance in the childbearing family. Functional health patterns are used to organize the application of the nursing process. Emphasis is on clients during the childbearing cycle and on selected clients who have common alterations in the sexuality-reproductive pattern. Prerequisites: NS 201, 203, 205. Corequisites: NS 204, 206. (28 theory & 42 clinical hours)

*3 credits*

**NS 203 Nursing Technology I**

This course focuses on the provision of safe and effective care related to the basic needs of clients. Psychomotor skills are introduced that address comfort, personal hygiene and safety. The college laboratory provides the opportunity for the development of these skills. Prerequisites: BI 107, BI 108, NS 14. (28 lab hours)

*1 credit*

**NS 204 Nursing Technology II**

This course continues a focus on safe and effective care, but relates it to common nursing technologies. The college laboratory provides the opportunity for the development of such skills as parenteral medications, intravenous therapy, blood glucose testing, and wound care. Prerequisites: NS 201, 203, 205. Corequisite: NS 206. (28 lab hours)

*1 credit*

**NS 205 Health Assessment**

This course introduces the student to the knowledge and skills of health assessment of clients across the lifespan. Through a variety of methodologies in the classroom and opportunities to practice the skills in the college laboratory, students apply interviewing techniques to elicit a comprehensive health history and perform a physical examination in evaluating health status. Prerequisites: BI 107, BI 108, NS 14.

(14 theory & 28 lab hours) *2 credits*

**NS 206 Basic Health Problems**

This course focuses on pathophysiological changes which underlie common nursing diagnoses. Functional health patterns, health assessment, nursing research, and nursing technologies theories are applied. Clinical experiences in acute care and long-term care facilities are included. Prerequisites: BI 151, CH 81, CH 82 (or concurrent), NS 201, 203, 205. Corequisite: NS 204.

(28 theory, 14 lab, & 21 clinical hours) *3 credits*

**NS 213 Health Restoration I**

The focus of this course is health restoration. Emphasis is on the client experiencing surgery and short-term acute illness. Functional health patterns provide a framework for the application of the nursing process. Clinical practica in acute care settings provide opportunity for the application of nursing technologies and clinical judgment with the surgical client. Prerequisites: NS 202, 204, 206.

(35 theory & 63 clinical hours) *4 credits*

**NS 215 Health Restoration II**

The focus of this course is on health restoration with clients experiencing psychosocial dysfunction. Functional health patterns provide a framework for the application of the nursing process. Clinical practicum in acute psychiatric settings provide opportunities for facilitative communication skills, therapeutic use of self and clinical decision making. Prerequisites: NS 202, 204, 206, PY 151.

(42 theory & 42 clinical hours) *4 credits*

**NS 216 Health Maintenance I**

The focus of this course is on health maintenance through early detection of health problems and early nursing interventions in illness. Community health concepts relevant to ambulatory care settings are introduced. In the clinical practicum, functional health patterns are used as a basis for the application of the nursing process to clients seen in ambulatory care settings. Prerequisite: NS 213 (or concurrent).

(14 theory & 42 clinical hours) *2 credits*

**NS 218 Health Restoration III**

This course focuses on health restoration and maintenance. Holistic care is provided through application of functional health patterns with clients experiencing acute life-threatening, multi-system health problems. There also is an emphasis on discharge planning and maintenance of optimal health. Clinical practica in hospital settings provide opportunities for clinical decision-making. Prerequisite: NS 213.

(42 theory & 84 clinical hours) *5 credits*

**NS 341 Research in Nursing**

This course introduces the research process and its application to clinical practice and theory development in nursing. Consideration is given to ethical, economic and technological dimensions. Students critique research. An emphasis is placed on critical thinking and writing skills. Prerequisite: MA 17.

(42 theory hours) *3 credits*

**NS 343 Health Restoration IV**

This course focuses on health restoration and health maintenance of clients with chronic illness and disability. Functional health patterns organize class content and provide a mechanism to evaluate holistic care. Hospital experience concentrates on clients in the acute phase of chronic illness. Rehabilitation experiences focus on returning the clients to their maximum level of wellness. Prerequisites: NS 215, 216, 218.

(42 theory & 84 clinical hours) *5 credits*

**NS 345 Health Maintenance II**

The focus of this course is on the provision of safe and effective care to individuals, families, and groups in community settings who are experiencing chronic illness. Special attention is given to aging and the problems of the elderly. The course incorporates concepts of health promotion and restoration and applies community health concepts to diverse settings. Community characteristics are identified and analyzed. Prerequisites: NS 215, 216, 218, and 343 (or concurrent), or NS 252 and completion of ACT-PEP Nursing exams (or NLN exams, portfolio assessment, or articulation).

(28 theory & 84 clinical hours)

4 credits

**NS 350 Issues in Contemporary Nursing**

This course addresses the development of the nurse as a professional person in interaction with professional, political and social systems. Emphasis is placed on critical thinking in analyzing contemporary issues and on implications for current and future practice. Prerequisite: NS 14 or 250.

(42 theory hours)

3 credits

**NS 352 Leadership and Management in Nursing**

This course is designed to provide students with organizational, management and leadership theories for professional nursing practice. The leadership role is defined through an examination of organizational structure, function, and culture in health care systems. Decision making, collaboration, and the management of change, power and conflict are emphasized. Prerequisite: NS 14 or 250.

(28 theory & 42 project hours)

3 credits

**NS 354 Transition: Professional Nursing Practice**

This course addresses health promotion, maintenance and restoration with clients in a variety of health care settings. The focus is on moving students toward autonomous professional nursing practice within the limits of their clinical setting. Functional health patterns provide the framework for using a selected nursing model in giving care. Students have an opportunity to apply management principles in coordination of care for groups of clients. Decision making, collaboration, autonomy and evaluation are emphasized. Prerequisites: NS 343, 345.

(126 clinical hours)

3 credits

**Courses Specifically for Registered Nurse Students****NS 250 Professional Nursing**

This course is designed to orient the registered nurse to baccalaureate nursing education and to facilitate entry into a new educational system. The scope and aims of professional nursing practice are articulated in the study of concepts and issues of multiple aspects of health care delivery and education. School of Nursing philosophy and conceptual framework are examined. Prerequisite: Licensure as an R.N.

(42 theory hours)

3 credits

**NS 252 Health and Family Assessment**

This course introduces the registered nurse student to the knowledge and skills of health assessment of clients across the lifespan. Through a variety of methodologies in the classroom and opportunities to practice the skills in the college laboratory, students apply interviewing techniques to elicit a comprehensive health history and perform a physical examination in evaluating health status. Family theory and therapeutic use of self are incorporated. Prerequisites: BI 107, 108, NS 250.

(28 theory & 28 lab hours)

3 credits

**NS 356 Transition Seminar:  
Professional Nursing Practice**

This course challenges the RN students to facilitate change in a clinical setting for the purpose of positively influencing patient care in health promotion, health maintenance, and/or health restoration. Through clinical experiences and the implementation of an individually-designed project, students further develop their critical thinking and communication skills, demonstrate the application of research, leadership, management, education and therapeutic nursing principles, and are helped to make the transition to a more autonomous, professional level of practice. Prerequisites: NS 341, 345 and NS 350, 352 (or concurrent). (21 seminar & 63 clinical hours)

3 credits



## Electives

### NS 225 Women's Health

The significance of sex and gender in the historical and contemporary experiences of women as recipients and providers of health care are explored in this course. An overriding theme is the medicalization of women's bodies and minds. Students must have an e-mail account to take this course.

*3 credits*

### NS 262 Health in Rural Appalachia

This course focuses on the culture and mores of rural Appalachia, and the effect of these, with poverty and environment, on health. Health problems common in the region are discussed. Social justice implications are explored, particularly as they relate to issues of race, class, and gender.

*2 credits*

### NS 280 Hospice Nursing

This clinical course is offered in the summer in England. It focuses on the care of terminally ill adults, particularly their management of pain and full participation in decision making, and family involvement. Prerequisites: NS 215, 216, 218.

*3 credits*

### NS 360 Critical Care Nursing

This course introduces critical care nursing. Focus is on nursing diagnosis and management of patients with cardiovascular, pulmonary, gastrointestinal, renal, neurological and multi-system alterations. Frequently used medications and basic EKG interpretation are covered. Prerequisites: NS 343.

*3 credits*

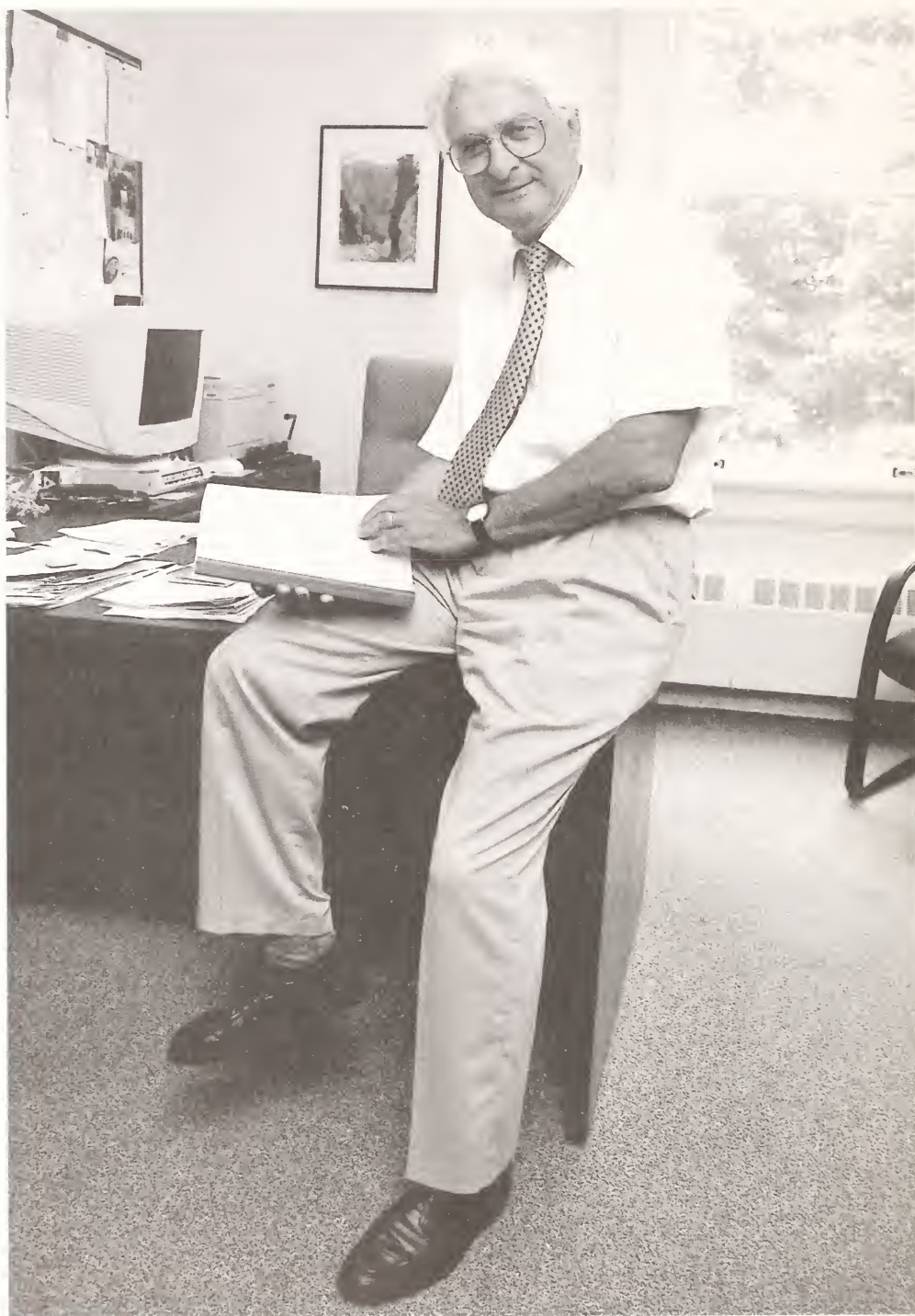
### NS 364 Clinical Practice in Appalachia

In this clinical course, students spend one week (spring break) in Appalachia working with public health nurses as they care for residents in the community. Enrollment is limited and by permission of the faculty. Prerequisite: NS 345; Corequisite: NS 362.

*1 credit*







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# School of Engineering

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*Opposite Page: Dr. Evangelos Hadjimichael, dean of the School of Engineering*

# School of Engineering

**Dean:** Hadjimichael

**Associate Dean:** Weber

**Director of Laboratories:** Botosani

Students in the School of Engineering have a balanced curriculum of studies encompassing science and mathematics, major field requirements, and a general education core composed of courses in English, the Humanities, Social Sciences and Visual and Performing Arts. Bachelor of Science degrees are offered part-time in the areas of:

- Computer Systems Engineering and Information Systems Engineering
- Electrical Engineering
- Mechanical Engineering including a Manufacturing Engineering option

Engineering Associate degrees are offered in

- Electrical Engineering
- Mechanical Engineering

Certificate programs are offered in

- Mechatronics
- Information Technology

A Master's program is offered in Management of Technology.

Emphasis on teamwork, leadership and ethics is stressed, along with design projects throughout the curriculum. Class sections are kept small and rigorous instructor-student and student-student interactions are encouraged. The overriding theme of the educational process at the School of Engineering is assessment of outcomes of student learning, implemented on a continuous basis.

Entering and continuing students meet with academic advisors, available every weekday, and with Department Chairs to design jointly their schedule of courses. Students are encouraged to review their academic record annually, with assistance from advisors when necessary, in order to keep abreast of their progress. It is the policy of the School to provide counseling to students immediately upon request so that their academic goals can be achieved efficiently and economically.

The aim of the engineering programs are to graduate liberally educated engineers equipped with leading-edge knowledge and experiential skills to enter the mainstream of industrial/manufacturing activity or government service, or to continue with post-graduate studies. In accord with this mission, the School of Engineering

- continually improves the quality and currency of the instructional program and monitors their outcome,
- equips engineering laboratories with modern and versatile equipment and software applications,
- provides support services - advising, self-paced learning, tutorials - as needed by engineering students,
- maintains a close working relationship with industry in order to better know its needs and identify new opportunities to serve it,
- maintains a close relationship with practitioners of the engineering profession for assistance in program and outcomes assessment and guidance in program development,
- provides special non-credit courses in engineering and related fields, particularly in emerging technologies, to graduate engineers, engineering managers, and others who wish to advance their professional development.

The offices of the School of Engineering, along with primary laboratory facilities, are located in McAuliffe Hall. Science and additional computer applications facilities are in the Bannow Science Center, and additional classroom facilities are located in Xavier Hall. A tutorial facility and a Reading and Reference lounge are also in McAuliffe Hall. The engineering reference and circulating collection is housed in the University's Nyselius Library.



## Transfer Admission

Students with previous studies at other accredited institutions may apply for transfer to the School of Engineering. Credit for work completed elsewhere will be granted for equivalent Fairfield courses. The transfer student must provide an official transcript of all academic work and a catalog with course descriptions from each institution previously attended.

## Major Areas of Study

### Computer Systems Engineering and Information Systems Engineering (CISE)

The goals of the CSE and ISE programs are as follows:

- To provide the conceptual and technical foundations that underlie the design and development of computer systems or information systems, with emphasis on architecture, organization, and implementation.
- To foster the disciplined thinking necessary for engineering design and the development of complex systems.
- To develop the mathematical skills needed for systems modeling and operations.
- To develop the oral and written communications skills necessary to effectively reach wide audiences.

### Electrical Engineering

This program is accredited by the Accreditation Board for Engineering and Technology (ABET). In the first year, the program places major emphasis on basic mathematics and physical sciences to provide the background for engineering science and design courses. Introductory courses are taught with an engineering application focus. Following preparatory work, the fundamentals of electrical, mechanical and materials engineering concepts are developed. Finally, advanced courses in electrical and electronic engineering develop further the knowledge of engineering science. There is an increasing emphasis on design assignments, and advanced elective courses are offered which permit the student to tailor his/her program to specific career objectives.

### Mechanical Engineering and Manufacturing Engineering

This program is accredited by the Accreditation Board for Engineering and Technology (ABET). After establishing the mathematical and physical foundations necessary for the study of engineering science, students proceed with the fundamentals of materials science, solid and fluid mechanics, electrical systems, heat transfer, and machine design. Advanced courses in mechanics and material science, control systems and mechatronics, thermodynamics and fluids, and design and manufacturing complete the technical education. Those pursuing a manufacturing concentration focus on robotics and automation, product and process design, and manufacturing. Again, specific career goals are pursued through advanced elective courses.

### Options of Study

Within each major field of study are options which can be taken in place of the general program.

#### *Associate in Engineering*

Associate's degrees in electrical or mechanical engineering are offered as the first step in engineering education. The completion of the Associate's degree requires about half the number of credit hours as for the Bachelor of Science degree. See the program outline under department descriptions.

#### *Client/Server Technology*

For the student interested in Client/Server Technology, the new paradigm of information technology in the business environment, a Certificate program has been established. The curriculum consists of four courses in such areas as design, databases, visual programming, and network concepts. Where multiple programming software selections are offered for a course, only one need be selected to meet the certificate requirements. For example, one course among Visual Basic, Visual C++, and Powerbuilder is sufficient to meet the requirement for a visual programming course.

#### *Advanced Distributed Systems*

This Certificate option enhances further the skills acquired through the Client/Server Technology program. Courses focus on Internet type systems, network operating systems, and computer capacity planning.

*Mechatronics*

The emphasis of the Mechatronics Certificate program is to meld the disciplines of mechanical, electrical and software engineering in order to create "intelligent" products. Since the advent of miniaturized integrated circuits, it is possible to design and produce products which integrate mechanical and electronic concepts with 'on board' microprocessors. The discipline of Mechatronics focuses on engineering tasks that utilize embedded electronic chips that enable data acquisition, diagnostic self-analysis, and feedback generation. Through the use of Mechatronics, an extensive range of new products and devices are possible, e.g., new motion controls on aircraft, advanced manufacturing systems, and self-diagnostic consumer products.

*The MS MOT degree*

In partnership with the School of Business, the School of Engineering offers a Master's program in the Management of Technology (MOT). This degree program will educate and train engineers, scientists, and technologists in the management and marketing of current and future technology.

**School Activities/Industrial Relations**

Student Chapters of the American Society of Mechanical Engineers (ASME) and of the Institute of Electrical and Electronic Engineers (IEEE) are operating in the School of Engineering. Students are encouraged to join these organizations and thus profit from events sponsored by the Chapters.

The School of Engineering maintains direct relations with area industries and manufacturers. These open lines of communication allow the flow of information and support which assist in maintaining the engineering curriculum current and relevant to the environment in industry. These contacts are particularly useful to students in the design seminar course, the capstone course of engineering studies. Students tackle real-life engineering problems encountered by industrial engineers, and thus become involved in the mainstream of engineering activity.

**Curricula**

The curricula consist of four areas: major field requirements, major field electives, general education core curriculum courses, and general electives. Beginning with the Fall 1998 term, the departmental curricula in force will be as shown in the following pages:

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**Computer Systems Engineering  
& Information Systems Engineering**


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**Professors:** Denenberg, Hills, H. Hoffman

**Associate Professors:** Crowley, Porter, Ramsey  
(Chair)

**Assistant Professors:** Conti, Guelakis, Hye, Mis,  
Ramachandran, Rao, Rizzo

**Senior Instructors:** Angelo, Corcoran, Lengel,  
Medalis, Muccio, Raulerson, Reed, Siddall,  
Whiskeyman, Wildredge

**Instructors:** DeCarli, Earls, Jones, Medlin, Souza

**Bachelor of Science Degree****Computer Systems Engineering**

	Credits	
	Fall	Spring
<b>First Year</b>		
General Physics (PS 15, PS 16)	3	3
Gen. Physics Lab (PS 15L, PS 16L)	1	1
Calculus I & II (MA 25, MA 26)	3	3
Fundamentals of Engineering (EG 31, EG 32)	3	3
Intro. to C Programming (CS 133)	3	
Intro. to C++ Programming (CS 233)		3
Composition & Prose (EN 11)	3	
Intro. to Literature (EN 12)		3
<b>Sophomore Year</b>		
Calculus III & IV (MA 227, MA 228)	3	3
Analog Circuit Analysis I (EE 213)	3	
Digital Electronics (EE 245)		3
Digital Electronics Lab (EE 245L)		1
Engineering Graphics I (CD 211)		3
Intro.to Info.Syst. Eng. (IC 250)		3
Gen. Inorg. Chemistry (CH 11)	3	
Gen. Inorg. Chem. Lab (CH 11L)	1	
Intro. Microeconomics (EC 11)	3	
PH 10 / RS 10	3	
Europe & the World in Transition (HI 30)		3
<b>Junior Year</b>		
Ordinary Differential Equations (MA 321)	3	
Probability and Statistics (MA 217)		3
Signals and Systems (EE 301)	3	
Electronics I (EE 231)		3

	Credits	
	Fall	Spring
Thermal Engineering (ME 245)	3	
Digital Computer Systems (EE 345)		3
Object Oriented Design (IC 341)	3	
Engineering Economy (EG 174)		3
Computer Architecture I (CS 322)		3
PH/RS Elective (Ethics)		3
History Elective	3	
General Elective	3	

**Senior Year**

Simulation Systems (IC 222)		3
Communication Systems (EE 350)	3	
Operating Systems I (CS 331)	3	
Computer Architecture II (CS 324)	3	
Senior Project I & II (IC 390, IC 391)	3	3
Computer Applications Lab (IC 370)		1
Network Concepts (IC 345)		3
ISE Electives	3	3
Intro. to Art History (AH 10)	3	
General Elective		3

**CSE Major Electives****Controls**

Digital Control Systems (EE 304)	
Feedback & Control Systems (EE 302)	

**Computer Engineering**

Microprocessor Hardware Control Systems (EE 346)	
Digital Signal Processing (EE 356)	

**Bachelor of Science Degree****Information Systems Engineering**

	Credits	
	Fall	Spring
<b>First Year</b>		
General Physics (PS 15, PS 16)	3	3
Gen. Physics Lab (PS 15L, PS 16L)	1	1
Calculus I & II (MA 25, MA 26)	3	3
Intro. to Programming		
w/Visual Basic (CS 111)	3	
Intro. to C Programming (CS 133)	3	
Intro to Info Systems (IC 250)		3
Composition & Prose (EN 11)	3	
Intro. to Literature (EN 12)		3
Data Structures & Algorith. (IC 232)		3

	Credits	
	Fall	Spring
<b>Sophomore Year</b>		
Calculus III (MA 227)	3	
Discrete Mathematics (MA231)		3
Computer Arch I (CS 322)		3
Visual Programming (IC 211)	3	
Intro to C++ Programming (CS 233)	3	
Gen. Inorg. Chemistry (CH 11)	3	
Gen. Inorg. Chem. Lab (CH 11L)	1	
Database Mngt. Sys. (IC 355)		3
Intro to Software Design Methods (IC 230)		3
RS 10/PH 10		3
Europe & the World in Transition (HI 30)		3
Microeconomics (EC 11)	3	

**Junior Year**

Ordinary Diff. Equations (MA 321)	3	
Probability & Stat. (MA 217)		3
Appls in Software Develop I, II (IC 220, IC 221)	3	3
Operating Systems I (CS 331)	3	
Principles of Compiler Design (CS 353)		3
ISE Elective		3
Engineering Economy (EG 174)	3	
PH/RS Elective (Ethics)		3
History Elective		3
General Elective	3	

**Senior Year**

Simulation Techniques (IC 222)		3
Network Concepts (IC 345)	3	
Network Administration (IC 310)		2
Senior Project I & II (IC 390, IC 391)	3	3
Java Programming (CS 134)	3	
Data Security Concepts (IC 330)		3
Enterprise Systems Architecture (IC 336)		3
Intro. to Art History (AH 10)	3	
ISE Electives	3	3
General Elective	3	

**ISE Major Electives**

Object Oriented Programming with C++ (IC 227)	
Web Page Development (IC 320)	
Introduction to Client Server Technology (IC 340)	
Object Oriented Design/Relat. Database Des. (IC 341)	
Database Concepts (IC 342)	
Digital Electronics (EE 245)	
Digital Electronics Lab (EE 245L)	



## Electrical Engineering

**Professors:** Botosani, Gullapalli, H. Hoffman, Janeff

**Associate Professors:** Denenberg (*Chair*), Pizzo

**Assistant Professors:** Bello, Elias, Govil, Hye

**Senior Instructors:** Dickens, Keplinger, Reed

### Bachelor of Science Degree

	Credits	
	Fall	Spring
<b>First Year</b>		
General Physics (PS 15, PS 16)	3	3
Gen. Physics Lab (PS 15L, PS 16L)	1	1
Calculus 1 & 11 (MA 25, MA 26)	3	3
Fundamentals of Engineering (EG 31, EG 32)	3	3
Intro. to C. Programming (CS 133)	3	
Composition & Prose (EN 11)	3	
Intro. to Literature (EN 12)		3
Europe & the World in Transition (HI 30)		3
<b>Sophomore Year</b>		
Calculus III, IV (MA 227, MA 228)	3	3
Electronic Materials (EE 207)	3	
Analog Circuit Analysis I (EE 213)	3	
Analog Circ. Anal. I Lab (EE 213L)	1	
Digital Electronics (EE 245)		3
Digital Electronics Lab (EE 245L)		1
Graphics I (CD 211)		3
Gen. Inorg. Chemistry (CH 11)	3	
Gen. Inorg. Chem. Lab (CH 11L)	1	
Intro. Microeconomics (EC 11)	3	
History Elective		3
PH 10/RS 10		3
General Elective	3	
<b>Junior Year</b>		
Ordinary Diff. Equat. (MA 321)	3	
Fund. Of Electromagnetic Fields (EE 321)		3
Signals and Systems (EE 301)		3
Analog Circuit Analysis II (EE 221)		3
Analog Circuits Lab (EE 221L)		1
Electronics I (EE 231)	3	
Electronics I Lab. (EE 231L)	1	
Thermal Engineering (ME 245)	3	
Communication Systems (EE 350)		3

	Credits	
	Fall	Spring
Statics (ME 201)	3	
Engineering Economy (EG 174)		3
Intro. to Art History I (AH 10)	3	
General Elective		3
<b>Senior Year</b>		
Electronics II (EE 331)	3	
Electronics II Lab (EE 331L)	1	
Digital Signal Processing (EE 356)	3	
Dig. Computer Systems (EE 345)	3	
Power Systems & Electronics (EE 360)		3
Feedback Control Systems (EE 302)	3	
Senior Project I & II (MF 390, MF 391)	3	3
EE Electives	3	3
PH/RS Elective (Ethics)		3
General Elective		3

### EE Major Elective Courses

#### Communications

Microwave Systems Engineering (EE 325)  
 Digital Communication Systems (EE 352)  
 Electro-Optical Data Communic. Systems (EE 354)  
 Telecommunications (EE 357)  
 Probability, Random Signals and Noise (EE 391)

#### Controls

Digital Control Systems (EE 304)

#### Computer Engineering

Microprocessor Hardware Control Systems (EE 346)

#### Power Systems

Power Systems Analysis (EE 365)  
 Instrumentation Systems Engineering (EE 370)  
 VLSI System Design (EE 358)

#### Circuits

VLSI System Design (EE 358)  
 Electrical Systems Design Analysis (EE 376)

#### Independent Study

Advanced Electrical Project (EE 382)

## Associate Degree in Electrical Engineering

	Credits	
	Fall	Spring
<b>First Year</b>		
General Physics (PS 15, PS 16)	3	3
Gen. Physics Lab (PS 15L, PS 16L)	1	1
Calculus I, II (MA 25, MA 26)	3	3
Fundamentals of Engineering (EG 31, EG 32)	3	3
Intro. to C Programming (CS 133)	3	
Composition & Prose (EN 11)	3	
Intro. to Literature (EN 12)		3
Europe & the World in Transition (HI 30)		3
<b>Second Year</b>		
Calculus III, IV (MA 227, MA 228)	3	3
Electronic Materials (EE 207)	3	
Analog Circuit Analysis I (EE 213)	3	
Basic Electrical Laboratory (EE 291)	1	
Digital Electronics (EE 245)		3
Digital Electronics Lab (EE 245L)		1
Engineering Graphics I (CD 211)		3
Gen. Inorg. Chem. (CH 11)	3	
Gen. Inorg. Chem. Lab (CH 11L)	1	
Microeconomics (EC 11)	3	
PH 10/RS 10		3
General Elective		3

## Mechanical Engineering

**Professors:** Anekwe, Botosani, Dubrow, Frye, Krebs, Madwed, Weber

**Associate Professors:** Ben-Porat, Chen, Etemad  
(*Chair*), Garelick, Hunter, Kulpa, Parnes

**Assistant Professors:** DeFranco, Dev, Feigin,  
J. Hoffman, Mukherji

**Senior Instructors:** Murray, Wojna

**Instructors:** Cooney, McFadden, Savage

## Bachelor of Science Degree

	Credits	
	Fall	Spring
<b>First Year</b>		
General Physics I, II (PS 15, PS 16)	3	3
Gen. Physics Lab I, II (PS 15L, PS 16L)	1	1
Calculus I, II (MA 25, MA 26)	3	3
Fundamentals of Engineering I, II (EG 31, EG 32)	3	3
Intro. to C Programming (CS 133)	3	
Graphics I (CD 211)		3
Composition & Prose (EN 11)	3	
Intro. to Literature (EN 12)		3
<b>Sophomore Year</b>		
Calculus III, IV (MA 227, MA 228)	3	3
Strength of Materials I (includes lab) (ME 205)	3.5	
Strength of Materials II (includes lab) (ME 306)		3
Statics (includes lab) (ME 201)	3.5	
Kinematics/Dynamics (ME 203)		3
General Inorganic Chemistry (CH 11)	3	
General Inorganic Chem. Lab (CH 11L)	1	
Microeconomics (EC 11)	3	
Chemistry of Materials (MF 207)		3
Chemistry of Materials Lab (MF 207L)		1
Europe & the World in Transition (HI 30)		3

	Credits	
	Fall	Spring
<b>Junior Year</b>		
Ordinary Diff. Equat. (MA 321)	3	
Thermodynamics I (ME 241)	3	
Engineering Graphics II (CD 212)	3	
Thermodynamics II (includes lab) (ME 342)		3.5
Fluid Mechanics (includes Lab) (ME 347)		3.5
Finite Element Analysis I (ME 318)		3
Fundamentals of El. Circuits for ME's (includes lab) (EE 210)	4	
History Elective		3
General Elective	3	
Intro. to Art History I (AH 10)	3	
Engineering Economy (EG 174)		3

**Senior Year**

Feedback Control Systems (MC 300)		3
Machine Design (ME 311)	3	
Mechanical Vibrations (includes lab) (ME 309)	3.5	
Heat Transfer (includes lab) (ME 349)	3.5	
Senior Project I, II (MF 390, MF 391)	3	3
ME Elective I		3
ME Elective II		3
PH 10/RS 10	3	
PH/RS Elective (Ethics)		3
General Elective		3

**ME Major Elective Courses****Mechanics and Material Science**

Engineering Fracture Mechanics (ME 327)
Advanced Engineering Materials & Processes (MF 307)
Finite Element Analysis II (ME 319)
Advanced Machine Design (ME 312)
Independent Study

**Control Systems and Mechatronics**

Digital Control Design (MC 301)
Intro. to Mechatronics (MC 390)
Motion Control Systems Lab (MC 390L)
Mechatronics Applications (MC 396)
Automation & Robotics I (MF 361)
Automation & Robotics II (MF 362)
Electron Devices for Mechatronics (MC 230)
Independent Study

**Thermodynamics and Fluids**

Internal Combustion Engines (ME 360)
Turbo Machinery (ME 362)
Energy Conversion (ME 346)
Independent Study

**Design and Manufacturing**

Advanced Machine Design (ME 312)
Advanced Engineering Materials & Processes (MF 307)
Manufacturing Systems I (MF 351)
Manufacturing Systems II (MF 352)
Product & Process Design (MF 354)
Product Planning, Control & Forecasting (MF 355)
Graphic Science and Design (CD 213)
Independent Study

**Associate Degree in  
Mechanical Engineering**

	Credits	
	Fall	Spring
<b>First Year</b>		
Calculus I, II (MA 25, MA 26)	3	3
General Physics I, II (PS 15, PS 16)	3	3
Gen. Physics Lab I, II (PS 15L, PS 16L)	1	1
Fundamentals of Engineering I, II (EG 31, EG 32)	3	3
Intro. to C Programming (CS 133)		3
Engineering Graphics I (CD 211)		3
Composition & Prose (EN 11)	3	
Literature (EN 12)		3
Europe & the World in Transition (HI 30)		3
<b>Second Year</b>		
Calculus III, IV (MA 227, MA 228)	3	3
General Inorganic Chemistry (CH 11)	3	
General Inorg. Chemistry Lab (CH 11L)	1	
Statics (includes lab) (ME 201)	3	
Strength of Materials I (includes lab) (ME 205)	3.5	
Strength of Materials II (includes lab) (ME 306)		3
Chemistry of Materials (MF 207)		3
Chemistry of Materials Lab (MF 207L)		1
Kinematics/Dynamics (ME 203)		3
Microeconomics (EC 11)	3	
PH 10/RS 10		3



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## Science, Mathematics and the Liberal Arts

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Description of Physics courses (PS), Chemistry (CH), Mathematics (MA), Economics (EC), English (EN), History (HI), Philosophy (PH), Religious Studies (RS), Art History (AH), and Performing Arts (FA) can be found under the corresponding departments in the College of Arts and Sciences segment of this catalog.

### EG 31, EG 32 Fundamentals of Engineering I and II

Starting with a brief historical survey of engineering and technology and an examination of current key technologies and trends in engineering disciplines, these two courses provide core engineering knowledge and competencies to engineering students: computer-based computational skills, paths to engineering design, data acquisition and management, implementation of engineering projects, macro-engineering. The emphasis is on hands-on team projects designed to introduce the student to principles of design and engineering methodologies, value-based engineering and communication skills. The two courses will be conducted by interdisciplinary faculty teams and will be augmented by guest presentors. *6 credits*

### EG 174 Engineering Economy

The fundamental concepts of engineering economic analysis are presented. The tools required to resolve engineering problems by the application of the criteria for economic efficiency are developed. The methods of present worth analysis, annual cash flow analysis, and rate of return analysis, as applied to engineering problems, are taught. The complex effects of depreciation, income tax, and inflation on economic analysis are demonstrated. (Prerequisites: MA26, EC11). *3 credits*

## Computer Systems Engineering & Information Systems Engineering

### Engineering Graphics and CAD

#### CD 10 Computer Aided Drafting (CAD)

This course is an overview of CAD systems Basic Functions using PC's. The course explains floppy disk storage, functional hierarchy, functional keys, and menus. Also, prompts, filing a model, and calling a model. Elements include points, lines, circles, windowing, deleting, cornering, offsetting, line types, arrows, notes, and dimensioning. Also, application of CAD to engineering drawings. It is designed for those who have credit for manual drafting and are advancing to CD 212. *1 credit*

#### CD 111 Technical Graphics, CAD I

Basic course in engineering technology graphics, coordinated and taught simultaneously with CAD, board work, and technical sketching. *3 credits*

#### CD 112 Technical Graphics, CAD II

This course is a continuation of CD 111 and examines technical graphics with introduction to descriptive geometry and advanced CAD. Prerequisite: CD 111 or CD 10 with drafting equivalent. *3 credits*

#### CD 211 Engineering Graphics I

Basic course in engineering graphics coordinated and taught simultaneously with CAD application. Board work covers geometric constructions, theory of orthographic projection, perspective and visualization, dimensioning, tolerancing, sections, assembly drawing, geometric tolerancing. Esthetics as well as technical sketching is stressed. (For a description of CAD part, see CD 10.) *3 credits*

#### CD 212 Engineering Graphics II

This course uses the most up-to-date version of AutoCAD software. It starts with an overview of computer-aided drafting, covering the fundamentals in orthographic projection; the creation, modification, and manipulation of geometry in the 2D and 3D environment; dimensioning; layering; and View and World coordinate systems. The course includes wire frame and solid model construction and the application of CAD to engineering drawings. *3 credits*

#### CD 213 Graphic Science and Design (3-D CAD with CADKEY) (Elective)

Introduction to 3-D CAD using CADKEY and IBM compatible PCs. 3-D design topics including display manipulation, level management, view coordinates and world coordinates, construction modes, depth, construction planes, wire frame model construction, introduction to solids, and process and design for the real world. *2 credits*

## Computer Science

### CS 111 Introduction to Programming with Visual Basic

Overview of computer organization and hardware. An introduction to the theory of programming: structured program design, problem specification and abstraction, algorithms, data structures, documentation, debugging, testing, maintenance, and programming applications in terms of Microsoft's Visual Basic. *3 credits*

### CS 133 Introduction to C Programming

See description under Computer Science. *3 credits*

### CS 134 Java Programming

See description under Computer Science. *3 credits*

### CS 233 Introduction to C++ Programming

Prerequisite: CS 133. See description under Computer Science. *3 credits*

### CS 322 Computer Architecture I

See description under Computer Science. *3 credits*

### CS 324 Computer Architecture II

Prerequisite: CS 322. See description under Computer Science. *3 credits*

### CS 331 Operating Systems I

Prerequisite: CS 331. See description under Computer Science. *3 credits*

### CS 353 Principles of Compiler Design

Prerequisite: CS 331. See description under Computer Science. *3 credits*

## Information Systems

### IC 211 Applications in Software Development I

An in-depth treatment of visual programming development in a client-server environment. Focus is on the event-driven programming model, building of forms, procedural code, and the combination of forms and codes to build custom applications. In addition, this course will access data via data controls, and extending the environment using third-party tools. Microsoft's VISUAL BASIC will be used as the application development tools to illustrate current techniques for developing applications. Prerequisite: CS 111. *3 credits*

### IC 220 Applications in Software Development I

This course as well as IC221 provides students with experience in developing complete applications. It emphasizes the preparation of design specifications using graphical design methods and notation. Design studies will be undertaken using CASE (Computer Aided Software Engineering) such as data flow diagrams to identify major components of systems, and entity relationship diagrams and program struc-

ture charts to reduce the conceptual design to the level of working specifications. Final specifications will then be employed to implement the derived data model, basic program logic, input, and query forms and reports. Microsoft's ACCESS will be used as the basis for constructing the application in the laboratory. Prerequisite: IC 211. *3 credits*

### IC 221 Applications in Software Development II

A continuation of Applications in Software Development I. Additional topics include complex queries and data analysis, development of complex logic using macros, and programming constructs. Microsoft's ACCESS is used as the basis for classroom discussions and laboratories. Prerequisite: IC220. *3 credits*

### IC 222 Simulation Techniques

This course covers the use of simulation methods for the analysis and design of various types of systems employing computer techniques. Also examined are general purpose languages for simulation and use of discrete and continuous simulation, languages for probabilistic and analog systems. Prerequisites : CS 111 or CS 133. *3 credits*

### IC 227 Object-Oriented Programming Using C++

This course is an introduction to object oriented methodology and abstract data types, with discussions in polymorphism and data encapsulation. Examples of using object oriented programs in situations, as well as large system integration by object oriented methodology, will be studied. Prerequisite: CS 233. *3 credits*

### IC 230 Introduction to Software Design Methods

This course introduces the student to formal methods for specifying the design of a software system. The emphasis is on formal notations for specifying a design including the identification of the major components and component inter-relationships, the structure and details of a database design, and the elements and interrelationships of a programming solution. Graphical techniques such as an object diagram, a data flow diagram, an entity relationship diagram, a state transition diagram, a program structure chart, a decision tree, and an action diagram are illustrated and used as the basis for class exercises. Best practices are presented as design guidelines for object design, relational database design, program design, and program logic design. Naming conventions and design methods are discussed. A variety of CASE (Computer Aided Software Engineering) tools are used for illustration and for lab exercises. Prerequisite: IC 250. *3 credits*

### IC 232 Data Structures and Algorithms

This course introduces the data structures and their algorithms that comprise the foundation of information systems. The connections between a programming approach and mathematical theory are shown. The course focuses on practical techniques for students to master in the area of data structure and algorithm implementation. Topics include algorithm design, algorithm analysis lists, trees, arrays, strings, sets, memory management, sorting, and other pertinent topics. Prerequisites: CS 111 or CS133. *3 credits*

**IC 250 Introduction to Information Systems Engineering**

This course examines the physical and electrical principles underlying the components of information systems. Specific topics under examination are magnetic, electrical and optical storage devices, data and information signals, transmission media, coding and limitations, conversion of signals from one physical form to another, processor logic, chip layout and density, and clock cycles. Characteristics and limitations of common materials are discussed. Prerequisites: CS111 or CS 133. *3 credits*

**IC 310 Network Administration**

This course provides students with the knowledge and skills necessary to install and perform day-to-day administration tasks in a single domain or multiple domain based network. At the end of this course, students will be able to monitor network resources to track usage and disk space; back up and restore files and folders using tapes; and administer a server and a workstation operating systems in real-world situations, create and administer user and group accounts by possessing the ability to determine account policies; trouble shoot problems that prevent users from logging on to the network; manage network resources; set up and administer permissions for files and folders; and troubleshoot when users are unable to gain access to disk resources. Students will also be able to set up a printing environment; administer printers, and trouble shoot why a user cannot print; and use auditing functions to generate and view security logs. Microsoft's NT Operating System is used as the basis for demonstrations and laboratory exercises. Prerequisite: IC345. *2 credits*

**IC 320 Web Page Development**

This course introduces students to the techniques of Internet publishing. The course includes hands-on experience in HTML; and the organizational principles and creation of web pages that include links, tables, graphics, frames, image maps, layers and style sheets. *3 credits*

**IC 330 Data Security Concepts & Data Compression**

This course introduces students to the basic data security elements needed to insure a secure distributive system and the implementation of application security. The topics include fundamental concepts of enterprise security, common threats and how to address them, and operational and technical controls. *3 credits*

**IC 336 Enterprise Systems Architecture**

This is a comprehensive course that leads a student to an understanding of essential concepts in Enterprise System Architecture, including the structuring of enterprises into value chains, the role of information technology as the enabling foundation of organizational structures, and a high level overview of the architecture of various types of organizations (manufacturing, banking, insurance). The student will develop a conceptual understanding of how information provides the linkage which permits the physical components of an organization to deliver goods and services. *3 credits*

**IC 340 Introduction to Client Server Technology**

Client-Server technology based on personal computers and work stations represents a radically different environment for the professional software developer. This course is an introduction to the new paradigm, focusing on the DOS and Windows operating system, the concepts of graphical user Interfaces and event driven programming, and the use of tables and queries. Microsoft's ACCESS is used as the basis for classroom demonstrations and exercises. *3 credits*

**IC 341 Object Oriented Design/Relational Database Design**

Discusses concepts of Object Oriented Design and Relational Database Design, the foundations of client/server software development. Covers file design and data normalization, referential integrity, database triggers, and event-driven program design. CASE Tools will be used to design a useful application. Lab included. Prerequisite: IC 250. *3 credits*

**IC 342 Data Base Concepts**

The steps required to build and maintain the data infrastructure for client-server applications, including the physical design and implementation of the database, the use of the database to meet the informational needs of a client-server system, and the installation, operation, and maintenance of RDBMS software. Oracle and Microsoft's SQL Server will be used as the basis for classroom demonstrations and exercises. Specific topics include SQL (Structured Query Language), SQL utilities, alternative front-end development tools, the use of a RDBMS, hardware and software tuning for maximum performance, backup and recovery of data, security, and control systems. Students will perform a number of hands-on exercises using a SQL Server running on Windows NT. Lab included. Prerequisite: IC 355. *3 credits*

**IC 345 Network Concepts**

Network components and network architecture is discussed. The components that make up a network, including cabling issues, wiring hubs, file servers, bridges, routers, network interface cards (NICs), and network software and hardware configurations, will be covered. Practical hands-on experience is provided by configuring the protocol stacks and connecting a PC to a network. Network architectural concepts are also discussed. This includes the seven-layer OSI model, the foundation of today's communication protocols. This basic model will be related to popular implementations including Novel's ODI stack, IBM's and Microsoft's NDIS, and the industry standard TCP/IP. Sources of network overhead will be identified, and WAN architecture, with its implications for the developer, network security, and application security, will also be covered. Lab included. Prerequisite: IC 341. *3 credits*

**IC 355 Database Management Systems**

This course examines data formats, organizations, representations and structures; design and analysis of searching, sorting and other algorithms; data management systems; types of database systems; logical data models, database usage, and relational databases. *3 credits*



**IC 370 Computer Applications Lab**

A laboratory course stressing the fundamentals of information systems design, management and maintenance. An engineering ethics component highlights its importance in real life situations. Experiments focus on practical engineering applications that include topics such as the effects of noise on system operation, shielding, bus performance, local area networks, multimedia, computer performance, and data base exercises. Prerequisite: IC 250. *1 credit*

**IC 390, IC 391 Senior Project I & II**

A capstone design course emphasizing student creativity and organizational abilities. The student works with a faculty mentor to select a project that is representative of a realistic information systems engineering development task. The student prepares design goals, executes a literature search, prepares an in-depth analysis, and develops the experiment. A final report and presentation demonstrates the student's accomplishments. The student meets with the mentor on a regular basis to discuss the project's status and to review alternative solutions to problems. This course may follow the format of independent study. *6 credits*

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## Electrical Engineering

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**EE 207 Electronic Materials**

This course covers the physical, optical and electrical properties of electronic materials. Conductors, insulators, semiconductors, magnetic and optical materials, and simple models for their properties, are introduced. Fabrication methods for semiconductors are presented as well as models for the behavior of basic semiconductor devices. Prerequisites: MA 227, PS16. *3 credits*

**EE 210 Fundamentals of Electric Circuits  
(for ME students only)**

This is an introduction to the analysis of electric and electronic circuits designed for mechanical engineering students. The course includes the definition of units relevant to circuits and the basic laws. Mesh and nodal analysis based on Kirchoff's laws is stressed with solution by algebraic and determinant methods. The concepts of semiconductor junctions, rectification, op-amps and D to A conversion are developed. Basic BJT voltage amplifiers are briefly introduced. Thevenin and Norton theorems are discussed. Sinusoidal analysis including phasor techniques are introduced. DC and AC power and its measurement are presented.

Superposition, reciprocity and maximum power transfer theorems are developed and applied. The use of the computer as an aid in circuit analysis is introduced for both calculations and design assignments. MICROCAP and Electronic Workbench are used extensively to confirm the analysis. Includes lab. Prerequisites: MA 227, PS 15-PS 16. *4 credits*

**EE 212 Computer Aided Circuit Analysis\***

(\*Taught as a supplementary course only)

Time and frequency domain analyses of passive and active circuits are examined using computer-aided circuit analysis tools. PSpice is the specific tool used to illustrate computer circuit analysis techniques. The Fourier expansions of complex wave forms are developed with MathCad used as the vehicle to perform the coefficient calculation. Prerequisites: MA 321, CS 131, EE 210. *3 credits*

**EE 213 Analog Circuit Analysis I**

This course introduces the beginning EE student to analysis of linear circuits incorporating active and passive components. The basic laws of circuit behavior and analysis techniques are covered including the definition of units, types of circuits and the basic laws. Mesh and nodal analysis based on Kirchoff's Laws are stressed with solution by algebraic and determinant techniques. Thevenin and Norton theorems are developed. Also covered are transient and forced response of linear circuits as well as their response to periodic excitations and their frequency response. DC and AC power and their measurement are presented. Superposition, reciprocity and maximum power transfer theorems are developed and applied. This class also introduces the use of two major software packages: MatLab and PSpice. Both are made available to students at no charge. MatLab (Matrix Laboratory) is a powerful tool to deal with matrices, and PSpice is a circuit design, analysis and layout tool. Prerequisite: PS 15-16; Corequisite: MA 227. *3 credits*

**EE 213L Analog Circuit Analysis I Lab**

This laboratory course is designed to provide hands-on experiences to EE and CE students, which parallel the topics studied in EE 213. *1 credit*

**EE 221 Analog Circuit Analysis II**

The transient and steady state response of electrical circuits is studied using both classical and transform techniques. Introduction to transformers and AC & DC motors and generators are studied; also Circuits with inductance, capacitance, and resistive elements are studied for natural and forced response. Pole and zero concepts are introduced. One and two port network concepts are employed. Frequency response and pole zero plots are applied to circuits and systems. The computer is employed as a tool in the calculations for homework problems and design assignments. PSpice is used to confirm the analyses. Prerequisites: MA 227, EE 213 or EE 212. Corequisite: EE 221L. *3 credits*

**EE 221L Analog Circuits Lab**

A laboratory course stressing the fundamentals of DC and AC circuit theory. Experiments include verification of network analysis techniques including mesh and nodal equations, theorems (Thevenin, Norton, superposition, etc.), maximum power transfer, and the performance of basic reactive circuits. Single and polyphase power measurements are made. This lab also introduces the beginning EE student to the use of laboratory instruments (oscilloscopes, signal generators, and meters). Emphasis is placed on out-of-laboratory preparation and trouble shooting. Students develop measurement techniques to achieve the experimental objectives. An ethics component explores the meaning of professionalism and the engineer's societal responsibilities. MatLab and PSpice are used extensively as an aid to solving equations and explaining experimental results. Prerequisites: EE 213 or EE 212; Corequisite: EE 221. *1 credit*

**EE 231 Electronics I**

The physical operations of semiconductor junctions are studied and applied. The operation of both ideal and actual diodes are developed and applied to circuits for basic rectification and AC to DC power conversion. Bipolar Junction Transistor (BJT) and Field Effect Transistor (FET) devices are investigated and their operation applied to amplifier circuits. Biasing techniques are analyzed with respect to power efficiency and circuit stability. Device models are created and the concept of "h" parameters derived to assist in performance analysis. Frequency response limitations and coupling techniques for multistage amplifiers are developed. Techniques for laboratory investigation of performance are presented. Prerequisites: EE 213 or EE 212; Corequisite: EE 231L. *3 credits*

**EE 231L Electronics I Lab**

This laboratory supplements the Electronics I lectures through a set of experiments and design problems covering: diodes and applications, BJT and FET models, power and operational amplifiers, amplifier frequency response, slew rate, BW, and common mode rejection. Prerequisites: EE 213 or EE 212; Corequisite: EE 231. *1 credit*

**EE 245 Digital Electronics**

This course covers both the theoretical and practical aspects of digital logic design. Binary and hexadecimal number systems are presented. Logic gate symbols, Boolean expressions and truth tables are developed. Boolean algebra theorems are developed and simplified. Karnaugh mapping theory is developed. TTL combinational circuits are studied followed by sequential logic systems. Programmable logic devices are introduced including programming techniques and basic state machine architecture. Prerequisite: EE 213; Corequisite: EE 245L. *3 credits*

**EE 245L Digital Electronics Lab**

This laboratory course covers the practical aspects of digital logic design. Binary and hexadecimal number systems are implemented. Logic gate symbols, Boolean expressions and truth tables are used. Boolean algebra theorems are used to

develop and simplify logic circuits. Karnaugh mapping theory is applied in a design project. Programmable logic devices are introduced including programming techniques and basic state machine architecture. Design and laboratory projects apply the theory to practical problems. Prerequisite: EE 213; Corequisite: EE 245. *1 credit*

**EE 290 Introduction to Electrical Systems**

A course is designed primarily for the non-electrical engineering student to introduce the concepts of semiconductor junctions, rectification, op-amps and digital-to-analog conversion. Single-phase and three-phase AC systems are studied with emphasis on transformers, motors and generators. Feedback control systems are examined. Digital techniques and mechanical analogs are taught. Single-line diagrams of electrical power systems are briefly introduced. Electronic Workbench is used as an aid to solve AC/DC circuits. Prerequisite: EE 213, EE 230 or EE 231. *2 credits*

**EE 291 Basic Electrical Lab**

A laboratory course designed for the non-electrical engineering student to provide instruction in the fundamental principles of circuits, electronics (analog and digital), and electrical systems. Prerequisite: EE 290. *1 credit*

**EE 301 Signals and Systems**

The concepts of linear time invariance and convolution are presented in the context of linear systems. Laplace transform techniques are further studied and applied to linear systems. Signal sampling concepts are investigated. The Z transform is developed and applied to a variety of discrete linear systems. Design assignments are used to augment class problems and apply the concepts to engineering problems. The computer is used to assist in the calculations. Prerequisites: EE 213 and EE 245. *3 credits*

**EE 302 Feedback and Control Systems**

(cross referenced also as MC300)

A course in basic feedback theory including system development and analysis. Stability criteria, sampling techniques and approaches to achieve stable closed loop performance are presented. The design of systems to meet given requirements is included to apply the concepts. The computer is employed in the analysis, and the laboratory is used to demonstrate concepts and confirm design performance. Prerequisite: EE 301. *3 credits*

**EE 302L Feedback and Control Systems Lab**

This laboratory course provides for hands-on experiences in parallel with the topics studied in EE302. *1 credit*

**EE 304 Digital Control Systems (Elective)**

The design and analysis of digital feedback systems are developed. Signal conversion and processing techniques, Z transform analysis, transfer function block diagrams, and state variable techniques are developed. Time and frequency domain analyses are employed to determine system stability and achieve optimum control. Design projects with computer simulation apply the techniques to engineering situations. Prerequisites: EE 302, EE 345. *3 credits*

**EE 321 Fundamentals of Electromagnetic Fields**

Electric and magnetic fields are investigated through the use of vector calculus. Techniques for the computation of fields and capacity for given charge distributions are outlined. The significance of Poisson's and Laplace equations is studied with methods of solution. Component specifications and implementation alternatives are considered and design concepts to achieve the objective are developed. Prerequisites: EE 301 & EE 220 or EE 221. *3 credits*

**EE 325 Microwave Systems Engineering (Elective)**

The fundamentals of Microwave theory are examined using Maxwell's equations. Plane waves in lossless and dissipative media are studied as well as propagation in ideal and lossy transmission lines. Wave guide theory is developed. Microwave resonators, filters, amplifiers and oscillators (TWT, klystron, magnetron) are investigated. Radiation via antenna systems is presented. Design problems to meet specific objectives apply the concepts in an engineering development experience. Prerequisites: EE 301 & EE 321. *3 credits*

**EE 331 Electronics II**

This course is a detailed analytic study of electronic amplifier performance and practical applications. Various BJT and FET amplifier configurations are studied with respect to frequency response (Bode Plots), and the gain/bandwidth concept is developed. The impact of noise on amplifier performance is presented. Frequency compensation techniques are outlined. Integrated amplifier circuits (operational amps) are investigated and applied to a variety of applications. Feedback techniques are investigated. Design assignments are employed to apply the concepts to practical engineering problems. Among the circuits studied are oscillators and wave form generators, passive and active filter circuits, modulators and demodulators, comparator and trigger circuits, D to A and A to D converters, sample and hold circuits, phase lock circuits, power supply circuits, and signal conditioning circuits. Various computer analysis programs are employed, and the laboratory is used for the confirmation of designs. Prerequisites: EE 212 or EE 213, EE 230 or EE 231; Corequisite: EE 331L. *3 credits*

**EE 331L Electronics II Lab**

A laboratory course designed to reinforce the principles of electrical systems and circuits including feedback, electronic systems, and transform analysis techniques. Students are required to develop the details of the experiments and employ the computer for data processing and report preparation. Conclusions and cause for variations between theory and experiment must be presented. The engineering ethics module examines case studies to further understand the engineer's societal responsibility. Prerequisite: EE 302; Corequisite: EE 331. *1 credit*

**EE 345 Digital Computer Systems**

Fundamental operation of synchronous and asynchronous digital computing systems is studied and the techniques for implementing these designs are developed. Fundamentals of computer architecture and programming in assembly and machine language are presented. Problem statements and specifications are generated and implemented by programs

on a representative microcomputer. Prerequisites: EE 245. *3 credits*

**EE 346 Microprocessor Hardware Control Systems (Elective)**

Techniques for hardware control through firmware and software are studied. Control systems are created using a variety of computing systems. Assembly code design and microprocessor system development on the personal computer are emphasized. System specification, alternate technique evaluations and analysis of performance are illustrated in design problems. Software life cycle costs are explained. Prerequisite: EE 345. *3 credits*

**EE 350 Communications Systems**

This is the first course in the Communications sequence. It begins with a review of transform analysis and a short introduction to noise theory. The body of the course is an introduction to analog and digital communication systems. Modulation and demodulation techniques (AM, FM, PM & pulse code) are developed. A simplified mathematical treatment of the effects of various noise sources on these systems is also covered. Design problems and topics in communication applications (TV and FM Stereo) are employed to permit the student to apply these concepts to meet system requirements. Clarity in important concepts is provided through simulation of modulation techniques. Prerequisite: EE 301. *3 credits*

**EE 352 Digital Communications Systems (Elective)**

This course is designed to explore current digital communication features. Fundamentals of sampling principles and channel coding are utilized to develop standard digital modulation techniques (ASK, FSK, PSK, PCM, and delta modulation). Multiplexing and multiple access networks are also analyzed. Techniques are applied in design assignments with students designing to meet specified performance. Prerequisite: EE 245, EE 350. *3 credits*

**EE 354 Electro-Optical Data Communications Systems (Elective)**

The theory and basic elements of fiber optic communications systems are studied. Fundamentals of transmission in optical fibers are developed. Source component operations including light emitting diodes and solid state lasers are studied. Coupling element and detector devices are investigated. Modulation and demodulation techniques are analyzed and overall loop performance determined relative to bandwidth and signal to noise ratio. Design problems enhance student understanding. Prerequisites: EE 331, EE 350. *3 credits*

**EE 356 Digital Signal Processing**

This course serves as a bridge to understanding the relationship between the analog world and its discrete-time representation in digital computers. Digital signal processing concepts emphasize the relationship between continuous time and discrete time systems in time and frequency domains. Practical digital filter design and implementation structures are discussed and stochastic models and the random variable approach in digital signal processing is introduced. Real world applications of digital signal processing are analyzed. Prerequisite: EE 301. *3 credits*



**EE 357 Telecommunications** (Elective)

This course covers the capabilities and technology of the telephone system, which has been described as one of the seven wonders of the modern world. After a review of the history and nature of the US telephone system, the transmission systems used in the modern digital telephone network are covered. The core concept of an automatic telephone circuit switching system is then introduced and the architecture/operation of modern switching systems is studied. The earlier discussion on transmission systems is then expanded to include ISDN, SONET and ATM standards. A broad class of students can benefit from this course. Prerequisite: EE 350. *3 credits*

**EE 358 VLSI Systems Design**

This course examines switches as logic devices, MOS transistors, MOS logic design, two-phase clocking, stick diagrams, regular control structures, and simulation and performance analysis. CAD design tools are used. *3 credits*

**EE 360 Power Systems & Electronics**

Basic equivalent circuit models are developed for various electrical machines including transformers, DC generators and motors, and induction and synchronous AC motors. The models are applied to determine transient and steady state machine performance. Design assignments to apply the concepts are reinforced by laboratory evaluation. An introduction to Power Electronics and their application is included. Prerequisite: EE 301, EE 221. *3 credits*

**EE 365 Power Systems Analysis** (Elective)

An introduction to the analysis of high voltage power systems and components including the study of AC and DC transmission lines, power transformers, and synchronous generators. Methods of analysis include system models, network calculations, symmetrical components, non-symmetrical faults, and power system stability. Prerequisite: EE 301. *3 credits*

**EE 370 Instrumentation Systems Engineering** (Elective)

A course outlining the development of instrumentation systems including the basics of transducer technology, signal processing, analog to digital and digital to analog signal conversion and data transmission. Noise suppression and modulation techniques are developed. Instrument control and data gathering via the IEEE 488 bus are developed and applied to a system design for evaluation in the laboratory. Prerequisites: CS 133, EE 331, EE 331L. *3 credits*

**EE 376 Electrical System Design Analysis**

The impact of component fabrication tolerances and temperature effects on system performance are studied with particular emphasis on the way these factors must be considered in circuit and system design. Techniques for analysis (including statistical methods) are presented and applied to specific examples. Student designs are employed to apply the approaches to typical engineering design problems. The concepts of reliability engineering and fault tolerant designs are introduced. The computer is used to assist in the evaluations. Prerequisites: EE 231, EE 212. *3 credits*

**EE 382 Advanced Electrical Project** (Elective)

This design course places major emphasis on individual student creativity. The student (working with a faculty mentor) develops the project objectives and performance specifications. At review meetings the student presents progress on the project including analytic and experimental results to date. A final report and presentation demonstrates the accomplishments and significant conclusions. Faculty involvement seeks to create a realistic engineering development environment. **Note:** The student may take this course as "independent study" once the prerequisites have been met. Prerequisite: Departmental approval of project proposal following completion of non-elective EE courses and at least one major elective. *2 credits*

**EE 391 Random Signals and Noise** (Elective)

Axiomatic approach to probability theory with emphasis on applications to engineering problems. Modeling and spectral representation of discrete time stochastic processes such as speech signals. Estimation of model parameters via the mean square method, linear prediction and filtering of random processes. Prerequisites: EE 301, EE 350. *3 credits*

## Mechanical Engineering

### ME 201 Statics

An introduction to the fundamental concepts of rigid body mechanics using vector representation of forces, free-body diagrams, and conditions of equilibrium in two and three dimensions. Also covered are force analyses of trusses, frames and simple machines with frictional forces. Computer based analysis is emphasized along with the development of problem solving techniques. This course contains a laboratory. Prerequisites: PS 15, CD 211, MA 25, MA 26; Corequisite: ME 205. *3.5 credits*

### ME 203 Kinematics/Dynamics

The presentation of kinematic principles applied to basic machine mechanisms: graphic and analytic analysis of velocities and accelerations in transmission of motion by direct contact, linkage, gears, sliding block mechanisms, cams and belts. Analysis of forces utilizing Newton's second and third laws of motion; theory of kinetics of particles and linkages under rectilinear and curvilinear motion; vector and graphical methods; review of work, energy and power; momentum and impact. Prerequisites: MA 26, CS 133, ME 201. *3 credits*

### ME 205 Strength of Materials I

Concepts of stress; pin joints; factors of safety; basic stress-strain relationships in two dimensions; thermal strains; statically indeterminate problems; stress concentration factors; torsion; shafting; theory of bending including normal and shearing stresses; transverse shear stresses. This course contains a laboratory. Prerequisite: PS 15; Co-requisite: ME 201. *3.5 credits*

### ME 241 Thermodynamics I

For mechanical engineers: classical macroscopic thermodynamics with engineering applications; conservation of energy for open and closed systems; equations of state and pure substances; the First Law and Second Law of thermodynamics, including internal energy, enthalpy, and entropy; tables of thermodynamic properties; ideal gases; conservation of mass; elements of cycle analysis. Prerequisites: MA 227, PS 15, PS 16. *3 credits*

### ME 245 Thermal Engineering

This course is designed for the non-mechanical engineering student. It covers thermodynamic fundamentals; conservation of energy; equations of state. In addition, First Law; Second Law and applications to information theory; internal energy; enthalpy and entropy; heat transfer including conduction, convection and radiation; fluid flow; dimensional analysis; extended surfaces; and applications to cooling of electronic equipment in electrical systems. Prerequisite: MA 321. *3 credits*

### ME 306 Strength of Materials II

This course examines principal stresses; Mohr's Circle; thin-walled pressure vessels; shear and bending moment diagrams; elastic curves; deflection of beams by integration and area moment methods; indeterminate beams; the principle of superposition; energy methods; elastic strain energy; impact loads; deflection by work/energy method; and column theory. In addition, this course examines formulation of designs into mathematical models stressing computer based analysis. This course contains a laboratory. Prerequisite: ME 205. *3 credits*

### ME 309 Mechanical Vibrations

This course covers the theory of mechanical vibrations and methods of attenuating detrimental effects; kinematics of periodic motion; linear single degree of freedom; and critical speed phenomena. Also, forced harmonic vibrations; critical and sub-critical damping; multi-degree of freedom systems, free and forced vibration; matrix methods and operational methods for solution of vibration problems; and the study of Lagrangian methods to formulate complex vibration problems. Emphasis is on digital computation techniques. This course contains a laboratory. Prerequisites: MA 321, CS133, ME 203. *3.5 credits*

### ME 311 Machine Design

This course examines elements of machine design applying the principles of kinematics, dynamics and strength of materials. Student creativity is developed through open-ended problems and the formulation of design methodology and specifications. The use of alternative solutions is encouraged based on realistic design concepts and constraints. Prerequisites: ME 203, ME 306. *3 credits*

### ME 312 Advanced Machine Design (Elective)

This course teaches the advanced study of mechanical designs emphasizing the process of developing creative solutions through conceptual analysis and synthesis. Instruction is based on design projects emphasizing organization and management. Each project entails risk and financial analysis as well as computer simulations and computations. Engineering ethics is presented with case studies. Prerequisites: ME 309, ME 311. *3 credits*

### ME 318 Finite Element Analysis I

This course covers applications of finite element analysis in modern engineering; matrix analysis of structures; stiffness matrix formation; energy methods; and computer techniques for finite elements; review of commercial finite element programs. Students will solve problems both manually and with the use of a computer program. Prerequisites: MA 321, CS 133, ME 306. *3 credits*

### ME 319 Finite Element Analysis II (Elective)

This course is an introduction to advanced concepts in finite element analysis and to the concepts of dynamics as applied to structures. The finite element analysis will be extended to problems in heat transfer including both steady state and transient analysis, conduction, convection and radiation modes. Prerequisite: ME 318. *3 credits*

**ME 327 Engineering Fracture Mechanics** (Elective)

Design, analysis and test comparing conventional design with fracture mechanics approaches. Applications of fracture mechanics designs, selection of materials, and failure analysis. Prerequisites: MF 207, ME 306. *3 credits*

**ME 342 Thermodynamics II**

This course is a continuation of ME 241. It covers mixtures of ideal gases and vapors; psychrometry; combustion analysis of common power generating; refrigeration; and air conditioning cycles; figures of merit, including thermal efficiency; continuity and momentum equations for steady, one-dimensional frictionless flow; basic energy relations for turbo-machinery; fundamentals of compressor and turbine design; and application and synthesis of design using thermodynamic principles. This course contains a laboratory. Prerequisite: MA 321, ME 241. *3.5 credits*

**ME 346 Energy Conversion** (Elective)

This course examines selected topics in energy conversion, including: solar energy; propulsion; internal combustion engines; battery power; heat pumps; classic and novel power and refrigeration cycles; system analysis; system economics, and environmental considerations. Prerequisite: ME 349. *3 credits*

**ME 347 Fluid Mechanics**

This course covers incompressible fluids at rest and in motion; introduction to compressible fluids; fluid statics; Bernoulli's theorem and the principle of similarity flow through orifices, nozzles, and pipes; flow through open channels; energy relationships as applied to pipe lines, pumps and turbines; acceleration of fluid masses; fluid dynamics; the momentum theorem; and turbomachinery. This course contains a laboratory. Prerequisites: CS 133, ME 241. *3.5 credits*

**ME 349 Heat Transfer**

This course studies one and two-dimensional heat conduction, including solutions for finned surfaces and solutions for transient problems; convection heat transfer in laminar and turbulent flows; fundamental radiation concepts; laws of thermal radiation; radiation exchange; geometrical factors and Oppenheim network methods; heat exchangers and electrical analogies. Emphasis is placed on design solutions using computer analysis and synthesis. This course contains a laboratory. Prerequisites: CS 133, ME 342, ME 347. *3.5 credits*

**ME 360 Internal Combustion Engines** (Elective)

The theory of internal combustion engines will be presented including the types of engines; gas cycles; fuel air and combustion thermodynamics; air cycles; and engine performance. Prerequisites: ME 342, ME 349. *3 credits*

**ME 362 Turbo Machinery** (Elective)

This course examines aerodynamic and thermodynamic concepts, compressors, turbines and jet propulsion, single and multi-stage machines; performance and evaluation of turbo-machines. Prerequisites: ME 349, ME 347. *3 credits*

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## Manufacturing

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**MF 207 Chemistry of Materials**

Includes chemical and engineering properties of metals, polymers, ceramics, semiconductors, and magnetic materials. Relationships of materials to service and design applications are covered. Prerequisites: CH 11, CH 11L. *3 credits*

**MF 307 Advanced Engineering Materials and Processes** (Elective)

Expands beyond MF207 to detail and include such topics as heat treatments, transformation diagrams, phase diagrams, alloys, and microstructures. Emphasis is on aspects of metallurgy, engineering design, and industrial processing. Laboratory sessions are included. Prerequisite: MF 207. *3 credits*

**MF 351 Manufacturing Systems I &****MF 352 Manufacturing Systems II** (Electives)

These two courses introduce the basic methods of analysis used in modern production systems, including principles and procedures related to design, implementation, control and operation of manufacturing systems. Topics include F.M.S., Robotics, transfer lines, NC, CNC, CAD, CAM, cost, quality, materials, and material handling. Prerequisites: MA 321, MA 227, PS 16, or permission of instructor. *6 credits*

**MF 354 Product and Process Design for Manufacturing** (Elective)

This course will consider many of the modern methods and tools for designing products and processes for manufacturability. Topics include: design for production; influence of materials on design; material handling; automatic inspection and instrumentation; and tools, methods and techniques for product design and analysis. Prerequisite: ME 311. *3 credits*

**MF 355 Product Planning, Control and Forecasting** (Elective)

This course will consider modern operations of both manufacturing and service sectors of the world economy. Topics to be included are: concepts of planning and control of production systems, design of control systems and operation planning; demand forecasting, inventory control, operations planning; scheduling, dynamic control, production planning of product mixes, economical lot sizes, and vendor supplies. Where possible, computer models will be used. Prerequisites: MF 354, EC 12. *3 credits*



**MF 361 Automation and Robotics I** (Elective)

This course introduces the basic elements of automation, industrial robotics, automated work cells, and CIM systems and the automatic factory. Topics include kinematics, dynamics, the classification of robots, automation sensors, work cells, import systems and programming, robot/system integration, economic justification, and applications. Prerequisites: MA 227, ME 203, or permission of instructor.

*3 credits*

**MF 362 Automation and Robotics II** (Elective)

This course introduces components of the automated factory. Topics include design parts and processes for automation, hard and flexible automation, blocks of automation, automatic production and assembly, NC, CAD/CAM, industrial logic control systems, PLC, and computer applications in automation. Prerequisites: MA 227, ME 203, MF 361, or permission of instructor

*3 credits*

**MF 390, MF 391 Senior Project**

A "capstone" course in which students work in teams choosing advanced projects that emphasize the engineering design approach. Literature searches, synthesis, and in depth analysis and experimentation are required. Frequent presentations to faculty and peers are required of each member of the team. To enable successful presentation skills, the student receives instruction in effective communication during this two-term course. An oral presentation, written report, and working models complete the seminar requirements. This is a two-term continuous course beginning in the fall term. Prerequisite: student is required to have completed all courses through the junior year.

*6 credits*

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## Mechatronics

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**MC 230 Electron Devices for Mechatronics**

The physical operation of semiconductor junctions is studied and applied. The operations of both ideal and actual diodes are developed and applied to circuits for basic rectification and AC and DC power conversion. Digital and analog devices are investigated and their operation applied to amplifier circuits. Biasing techniques are analyzed with respect to power efficiency and circuit stability. Programmable logic devices are introduced including programming techniques and basic state machine architecture. Design and laboratory projects apply the theory to practical problems. Prerequisite: EE 210; Corequisite: MC 230L.

*3 credits*

**MC 230L Electron Devices for Mechatronics Lab**

This course provides experiential learning for MC 230. *1 credit*

**MC 300 Feedback Control Systems**

(cross referenced IEE 302)

This course emphasizes analysis and synthesis of closed loop control systems using both classical and state-space approaches. The mathematical requirements include Laplace transform methods of solving differential equations. The discussion of classical design methods shall include the following topics: steady state and transient system response, Routh criteria, root locus methods, frequency response methods, and lead lag and lead lag compensation. The discussion of state-space methods shall include the following topics: state equations, state transition matrix methods, solutions to homogeneous and non-homogeneous equations, Jordan Form, controllability, observability, and pole-placement design. The course shall also include a control systems laboratory and modeling using Simulink. Prerequisites: MA 228, MA 321, ME 203, EE 210.

*3 credits*

**MC 301 Digital Control Design**

Digital control theory is developed using both classical and state-space approaches in order to instruct in the synthesis of digital controllers. Z transforms analysis, frequency response methods, state equations, and block diagrams are central to this discussion. Digital filtering of systems and control of non-linear manufacturing systems is also introduced. Prerequisite or Co-requisite: MC 300.

*3 credits*

**MC 302L Motion Control Systems Lab**

The basic components of a motion control system will be studied to set the stage for further studies in mechatronics. System architecture, analog and digital hardware, sensors and data conversion hardware, as well as various micro-controllers and DSP will be defined and analyzed for use in developing lab systems for test and evaluation. Prerequisites: MC 301, CS 133.

*2 credits*

**MC 390 Introduction to Mechatronics** (Elective)

Development of mechatronics theory and application to systems dependent upon the integrated disciplines of mechanical, electronic and computer engineering. Co-requisite: MC 302L, or by permission from instructor.

*3 credits*

**MC 396 Mechatronics Applications** (Elective)

Hardware components are assembled to create controls that fulfill a specified task in a mechatronics system. Detailed use of design skills in mechanics and electronics including software development will be needed to create, test and verify the system functions. Fundamental methods will be defined to enable designers to optimize the system with regard to productivity, efficiency, performance and cost. The system designer will have the opportunity to apply prior knowledge of mathematics, mapping techniques, sensor processing and computer programming. Performance verification will include real-time data collection, analysis and modification. New topics will be introduced to improve data monitoring and collecting processes, and refine contemporary modeling methods. Prerequisite: MC 390.

*3 credits*

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**STUDENT  
SERVICES  
AND  
CAMPUS  
LIFE**

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## Student Services

A full and diversified student life is provided for all undergraduates through the coordinated efforts of the University's Student Services Division and the Fairfield University Student Association (FUSA).

### Fairfield Student Services Division

The Fairfield Student Services Division provides:

1. Supervision of student organizations and assistance in planning social events
2. Adjudication of judicial complaints
3. Coordination of the residence life program
4. Medical treatment through the University Health Center
5. Career guidance and placement assistance in the Career Planning Center
6. Tutorial help through the office of Student Support Services
7. Advocacy and support for diversity through the Center for Multicultural Relations
8. Coordination of New Student Orientation and the First Year Experience
9. Advocacy for international students and students with disabilities
10. Counseling Services for students who experience adjustment difficulties

### Fairfield University Student Association (FUSA)

FUSA is Fairfield University's official undergraduate student government, and each full-time undergraduate student is a member. The student association is divided into three branches — executive, legislative, and judicial — each of which works individually and collectively to improve the quality of life for all students at Fairfield University.

The activities of all student organizations, as well as social and cultural events, are underwritten to some degree by the student association. The executive branch coordinates overall programs, and the Student Senate allocates the funds necessary for implementation.

The FUSA office is located in the Campus Center and is open daily. Students are welcome to participate in all levels of FUSA and are invited to drop by the office for assistance with a problem or to get involved in activities.

#### Executive Branch

The President of FUSA is elected through a campus-wide popular election held in February each year. The President serves as the spokesperson for the undergraduate student body and is empowered to appoint a cabinet for assistance in carrying out his or her duties. The President also oversees all programming and keeps students informed of upcoming events. The cabinet consists of a Treasurer and six Vice Presidents: Student Life, Student Activities, Government Operations, Multicultural Relations, Council of Student Organizations, and Town Relations.

#### Legislative Branch

Made up of elected representatives of residence halls, commuters, and off-campus boarders, the Student Senate appropriates FUSA funds for student organizations and activities, conducts investigations, and approves various FUSA officials and delegates.

#### Judicial Branch

The Student Court, which consists of a Chief Justice and eight Associate Justices, serves as the Judicial Branch of FUSA. It serves as the final arbitrator of all constitutional and legal disputes arising from the activities of the Student Government. The Court can also serve as the judicial body for minor infractions of University policy. The Justices examine requests for parking permits from first-year students.

### Student Rules and Regulations

The rules and regulations governing student life are provided in full in the Student Handbook, a copy of which is provided to each student by the Student Services Division of the University. If further interpretation of any of these rules and regulations is required, the student should consult personnel in the Student Services Division.



## Discipline

Both intellectual growth and social harmony require discipline as a necessary condition. Self discipline, whether intellectual or social, is of course the best form for community living, but it is, of itself, inadequate. When free persons join together in a common enterprise, whatever its nature, some external authority is needed to direct and sustain that enterprise. In the process of accepting that authority and working in a community, the individual can discover the fullest meaning of freedom and fulfillment. This does not mean a begrudging or uncritical heeding of regulations, but rather a voluntary and understanding acceptance of decisions for the good of the whole community.

At Fairfield University, the Vice President for Student Services has general care of student welfare and of student discipline. The discipline which he exercises is considerate but firm, especially in matters which affect the good of the student body as a whole and which touch upon the reputation of the University. Nevertheless, the attitude of the Vice-President, as of the faculty, is such to make discipline, as far as possible, the outgrowth of high student morale and an element in the maturing of character. However, the administration reserves the right to dismiss a student or to exercise other disciplinary measures for misconduct either on or off campus because student misconduct not only reflects on the reputation of the University but is an indication of the general character of the student.

The Dean of Students may separate a student from the University for reasons of health or safety when a student's continuance at the University poses a significant risk to the student or others, when the Dean of Students has reason to believe that such action is in the best interests of the student or others at the University.

Besides explicit offenses mentioned in the Student Handbook, behavior that leads to civil action renders a student liable to collegiate disciplinary action including expulsion. While the University does not look upon its relations with students as primarily legal, it does guarantee to any student involved in disciplinary action due process and a right to be heard in his or her own defense.

The University reserves the right, however, to withdraw a student from the institution in the absence of due process, in the event the student demonstrates a threat to his or her physical or emotional safety, or presents a threat to the safety of students, faculty, or staff.

## Counseling Services

Some of Fairfield's many counseling services are provided through specialized personnel: academic counseling is provided by the student's faculty advisor; religious and spiritual counseling is available through the Campus Ministry Office; career guidance and placement assistance is provided in the Career Planning Center. Most other types of counseling — health, personal, psychological, and social — are provided in the Office of Counseling Services which is located in the Student Health Center.

The Office of Counseling Services attempts to help students gain greater self-understanding so that they will be able to successfully achieve their goals. The staff welcomes individual students or groups of students to come in with whatever problems they have.

When appropriate, tests and inventories are administered to students to help them clarify personality characteristics and life goals. A staff member carefully interprets and discusses the results of testing with each student.

The Career Planning Center exists to help students identify and achieve their career goals. The Center also serves as a coordinator of information for employment during the college years. Students who are interested in part-time employment should read the bulletin board in the Career Planning Center.

Students are encouraged to take advantage of the vocational guidance and placement services provided within the Center. The placement service is also made available to graduates of the University. A vocational library and reading room located in the Career Planning Center may be of assistance to students considering career choices.

International students are served through the Office of Student Support Services.

## Students with Disabilities

It is Fairfield University's policy that no qualified student with a disability shall, on the basis of disability, be discriminated against, excluded from participation in, or denied the benefits of any academic program, activities, or services. The University provides support services and arranges reasonable accommodations for students with disabilities. However, the University will not alter the essential academic elements of courses or programs. Students who require support services or other accommodations should contact the Director of Student Support Services, Dolan 210. Arrangements for appropriate accommodations may be made in a cooperative effort between the student, the faculty member, and Student Support Services. The University requires documentation of a learning disability.

## Student Health

The physical health of students is cared for in the Student Health Center. The Health Center staff consists of registered nurses who are on duty around the clock, medical doctors who visit the Health Center daily, and a Substance Abuse and Health Educator.

Seriously ill students may be admitted to St. Vincent's Medical Center or Bridgeport Hospital, just minutes from the campus.

Students are required to provide proof of medical insurance. A health and accident policy is available on a fee basis for students who need additional insurance. Special health policies are required for nursing students. Information may be obtained from the School of Nursing.

## First Year Experience

The First Year Experience Program addresses the special needs of new students through small group meetings with specially trained upperclass facilitators. Experiences that are common to new students, ranging from those that are exhilarating to those that are bewildering, are examined and placed in a constructive context in order to assist students with the challenge of integrating their lives as university students. Four primary areas are addressed: realities of living on a college campus, essential dimensions of academic success, service as integral to Jesuit education, and the development of a healthy life style.

## Student Clubs and Organizations

Fairfield University has numerous recognized student clubs and organizations covering a diversity of interests. (If there is sufficient demand, new organizations may be started under guidelines that may be obtained from the University Activities Office.)

*Academic clubs* supplement classroom work of some departments. Some of these clubs are the following: the *Accounting Club*, limited to accounting majors, provides talks by professionals as well as by faculty members and students; *American Chemical Society* features guest lecturers, social functions, and opportunities for practical work experiences; the *Biology Society* focuses on field trips, lectures, and activities that combine recreation with education; the *Philosophy Club* provides a forum for the discussion and exchange of issues of philosophical interest; the *Fairfield University Student Psychological Association (FUSPA)* sponsors movies, guest lectures, social events, and a monthly newsletter to keep members abreast of activities in the field; the *Sociology Club* plans field trips and guest lectures and sponsors faculty-student seminars; the *Student Nurses Association* serves as the unifying force among nursing students and sponsors a broad range of activities of interest to its members.

*Special interest groups* appeal to specific groups of students. Among these clubs is *UMOJA*, an African-American group, *SALSA*, an Hispanic group, the *Asian Student Association* and the *International Students Club*. These clubs strive to improve relationships among all students on campus.

*Service Organizations* reflect the interest of students in helping their fellow human beings. Among them are: the *Appalachian Volunteer Corps*, which provides students with an opportunity to work with Appalachian residents for a week or two each year; a Habitat for Humanity chapter which builds homes for low-income families; and Circle K which serves the campus community through many volunteer efforts. Through the Campus Ministry hundreds of students work in soup kitchens, halfway houses, tutoring programs and other activities designed to help the needy in neighboring cities.

*Communication organizations* are excellent outlets for those who have the gift of communicating: *The Sound* is the University literary publication of high artistic merit; *The Manor* is the University yearbook, totally produced, written, and designed by students; *The Mirror* is an independent weekly student newspaper distributed on campus; *Radio Station WVOF* presents daily broadcasts of rock, jazz, news, and public service materials.

*Music organizations* present opportunities for vocalists and instrumentalists. Among these groups is the *Chamber Orchestra*, which promotes the performance and appreciation of Medieval, Renaissance, Baroque, and Classical music; the *Fairfield University Glee Club*, which is a 90-voice mixed musical group that performs choral works both on and off campus; the Jazz Company; and Flute and Guitar Ensembles.

*Theatre Fairfield* is a student drama organization that presents several major productions a year along with a number of workshops, studio productions, guest productions, and special events.

## Campus Life

Student life at Fairfield takes place on a 200-acre campus of exceptional natural beauty. From an elevation of 180 feet and at a distance of two miles, the campus commands a broad view of Long Island Sound.

The modern buildings provide classrooms and laboratories for students, as well as living quarters for a resident community of more than 3,000 undergraduates and for members of the Jesuit community. Among the more important of the 40 major buildings and other facilities on campus are the following.

### The Residence Halls

A large proportion of Fairfield's student life centers in and around its eight residence halls. To facilitate students' adjustment to residence life as well as campus life in general, upperclass students, graduate students, resident Jesuits and professional educators serve in our residence halls. The student staff is trained to provide advice and counsel to other students and to supervise behavior in the residence halls. The resident Jesuits live on various floors with the students sharing their commitment, their experience and their concerns.

Residence halls are self-directed units. Together, students and staff decide what their aims will be and how they will achieve them. Through shared responsibility in all aspects of residence life, students develop a respect for the personal and property rights of fellow residents and of the University itself.

Upperclass students may elect to live in the University-owned townhouses. These units, located on the perimeter of the campus, offer students a greater degree of independence. Off-campus housing is another option for

a select number of upper-class students. Full information about residence life on and off-campus may be found in the Student Handbook.

### The Barone Campus Center

The Barone Campus Center is the social focal point for all sectors of the University community — students, faculty, administration, alumni, and guests. The Center contains a student dining room, faculty dining room, the mail room, Student Association (FUSA) offices, the bookstore, The Grind snack bar, game room, ATM machine and a variety of other facilities for student services. The Office of University Activities located in the Barone Campus Center is the clearinghouse for all events and reserves space for and schedules such activities as concerts, art shows, lectures, auctions, conferences, and a variety of other University events. The Levee, a coffeehouse and pub for student events, provides another alternative for social events.

The Campus Center is open 24 hours from Sunday to Tuesday, and 7 a.m. to midnight on Fridays and Saturdays. Included in the Campus Center are: the bookstore (open Monday to Friday, 8 a.m. to 7 p.m.; Saturday and Sunday, 11 a.m. to 4 p.m., and open for extended hours for the first two weeks of each semester; call 254-4262), snack bar (open Monday to Friday, 8 a.m. to midnight, and Saturday and Sunday, 11 a.m. to midnight), game room, mailroom (open Monday to Friday, 8:30 a.m. to 3:55 p.m.), ride boards and weekly activity bulletin. For more information, call the Barone Campus Center Information Desk from 9 a.m. to 9 p.m. at (203) 254-4222, or if on campus, ext. 4222.

### The Library

The Nyselius Library contains an extensive and carefully selected collection of print and electronic resources which include over 285,000 bound volumes, more than 1,800 journals and newspapers, over 10,000 audiovisual items, and the equivalent of 65,000 volumes in microform. A particular strength is the selective, but wide-ranging and current, reference collection. The stacks are open to all students, with study space at individual carrels for over 600 students.

The library also has an automated inventory system and online catalog which provides author, title, subject, and keyword access to all its books, journals and audiovisual materials. The library also has a CD-ROM local area network that provides access for several simultaneous users to over 17 major databases. In addition, the li-



library provides online access to the full text of some journals as well as to resources on the Internet and the World Wide Web. Other electronic resources include computer terminals on the upper and lower levels of the library to access services connected to the university's mainframe computer. Students with computing accounts may access e-mail, vaxnotes, the Internet, and other services.

A new student computer laboratory contains 25-state-of-the-art computers that have the latest software, and access to the Internet through the university's fiber optic network. The 1,000 square foot lab has 16 Intel-based personal computers and 8 MacOS personal computers that have 32 megabytes of random access memory, and two Hewlett Packard Laserject printers that print 24 pages per minute.

The computers are loaded with Microsoft Office97, which includes software for word processing, spreadsheets and presentations, and 15-inch color monitors rest on spacious desk tops located in custom-designed work stations. A specially made work station for the physically disabled is located near the library's entrance.

The library contains group study rooms, photocopiers, readers and reader-printers for microforms, and audio-visual hardware and software. The Campus TV Network can be viewed on sets in video viewing carrels located in the Media Department. Typewriters may be borrowed at the circulation desk for a nominal fee and used in a special room. To borrow library materials, students must present a university ID card and register at the circulation desk. During the academic year, the library is open Monday to Thursday, 8 a.m. to midnight; Friday, 8 a.m. to 10:30 p.m.; Saturday, 9 a.m. to 9 p.m.; and Sunday, 10:30 a.m. to midnight.

## The Center for the Arts

The Regina A. Quick Center for the Arts, which opened in 1990, contains the 750-seat Aloysius P. Kelley, S.J. Theatre, the smaller Lawrence A. Wien Experimental Theatre and the Thomas J. Walsh Art Gallery. The center supports the university's visual and performing arts program and is a resource for the community.

The Kelley Theatre's main stage measures 30 by 40 feet and the theatre and stage are uniquely accessible to persons with disabilities. The Walsh Gallery serves as a teaching gallery with outstanding exhibitions open to the public. The Wien Theatre, or "Black Box," with its great flexibility and potential for audience intimacy is a favorite venue for Theatre Fairfield, which produces half its annual theatre season there.

## The PepsiCo Theatre

The PepsiCo Theatre is the home of Theatre Fairfield, the production wing of the Theatre Program in the Department of Visual and Performing Arts. This historic carriage house, which served as the campus playhouse until 1990, was renovated in 1994 and now provides a 75-seat studio theatre with up-to-date sound and lighting, dance and design studios, a costume shop, and a coffeehouse which hosts informal performances.

## Athletics and Sports Activities

For men and women, Fairfield provides three types of organized athletics and sports activities: varsity sports, club sports, and intramural sports. Fairfield is in the university division of the National Collegiate Athletic Association (NCAA) and the Eastern Collegiate Athletic Conference (ECAC). In addition, Fairfield competes in conference championship play as a charter member of the Metro Atlantic Athletic Conference (MAAC).

Varsity sports for men include baseball, basketball, cross-country, golf, ice hockey, lacrosse, soccer, swimming, tennis and football. Women's varsity sports include basketball, crew, cross-country, field hockey, soccer, softball, swimming, volleyball, tennis and, in 1997, lacrosse. In most of these sports, Fairfield teams compete against conference and nonconference opponents and participate in invitational and post-season tournaments.

Club sports also provide intercollegiate competition, but these activities are organized and operated by students in conjunction with the Athletic Department. Club sports for men and women include crew, karate, skiing, and equestrian. Some of these teams participate in conference competition or belong to specialized athletic groups such as the Eastern Rugby Union.

Fairfield offers an extensive intramural sports program which runs from the second week of the fall semester to the end of the academic year in the spring. Intramural sports include basketball, softball, tennis, flag football, volleyball, soccer, racquetball, and inner tube water polo. Winning teams and individuals receive awards at the annual sports dinner.

The student who does not wish to participate in organized sports has the opportunity to make full use of Fairfield's modern Recreational Complex, the outdoor tennis courts and playing fields, and join in a variety of informal "pick-up" games that take place both indoors and outdoors on the campus at all seasons of the year.

## The Athletic Center

The Athletic Center, which opened in 1995 adjacent to the athletic fields, contains a state-of-the-art football locker room, weight training center, high-tech academic study center with computer terminals, tutorial stations and reference materials for students competing in varsity sports, and coaches' locker rooms.

In addition, the two-floor Athletic Center contains a practice facility designed primarily for men's and women's basketball, first-class men's and women's locker rooms, an administrative and coaching office complex, and a multimedia recruiting center.

## The Recreational Complex

The Recreational Complex is adjacent to Alumni Hall, the gymnasium. Planned to help students develop lifelong physical skills, the Complex provides a 25-meter swimming pool with three diving boards; a fieldhouse unit that can be used interchangeably for badminton, volleyball, tennis, basketball; an indoor jogging area, enclosed courts that can be used for handball or racquetball; two exercise rooms with weight-training equipment; a multi-purpose room that can be used for modern dance, slimnastics, exercising, student club meetings; two saunas and a whirlpool bath; sunbathing deck; and locker rooms. Just outside are six all-weather tennis courts.

Adjacent to the complex is Alumni Hall, the gymnasium, which is used primarily for intercollegiate sports. Outdoor facilities include volleyball and basketball courts in addition to several fields and tennis courts that can be used by both men and women for a variety of intercollegiate, intramural, and club sports. The broad expanses of the campus provide ample opportunity for spur-of-the-moment physical activity.

## Other Buildings

Other buildings include the Egan Chapel of St. Ignatius Loyola and Pedro Arrupe, S.J. Campus Ministry Center opened in the fall of 1990; the School of Nursing Building, Bannow Science Center, and general classroom buildings like Canisius Hall and Donnarumma Hall.

The best way to appreciate the utility of these buildings and the modernity of their equipment is through a campus visit, which can be arranged by the Admission Office in Bellarmine Hall.

## Religious Activities

Because of its rich religious heritage, Fairfield University encourages student participation in religious activities, most of which emanate from the Campus Ministry Office, located in the Egan Chapel of St. Ignatius Loyola and Pedro Arrupe, S.J. Campus Ministry Center.

*The Campus Ministry Team* is composed of three Jesuits and two laywomen. As a community of faith and service, Campus Ministry seeks to assist students by nurturing communities of faith and worship, fostering personal growth and development, offering opportunities for continuing Christian education, and coordinating programs of local and international service to those in need.

Members of the University are welcome to drop in anytime or make an appointment with one of the campus ministers.

## Security

The Security Department is responsible for the safety and security of persons and property associated with Fairfield University. The office is open, and security officers are on patrol, 24 hours a day year-round. Violations of University regulations which require immediate attention should be reported to the Security Department.

The Security office is located in Room 2 on the ground floor of Loyola Hall. To reach the department from an outside telephone line, dial 254-4090; from an inside line, dial extension 4090.

## Parking

All vehicles must display a valid vehicle registration decal and park properly in the designated areas. Vehicle registration may be obtained in the Security Department, with a current University I.D. and the vehicle's registration.

Unauthorized vehicles in handicapped, fire lane, or service vehicle spaces will be towed at the owner's expense. Handicapped vehicles must properly display an official campus or state handicapped permit. A pamphlet detailing traffic and parking regulations is available at Security.

Fees: Yearly registration - \$60  
One-Week registration - \$10

Free day passes will be issued on a limited basis.

Freshman resident students are **not permitted** to have vehicles on campus.







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**ADMISSION,  
EXPENSES,  
AND  
FINANCIAL AID**

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# Admission

Fairfield University admits without discrimination students of any sex, race, color, marital status, sexual orientation, religion, national or ethnic origin, or handicap to all the rights, privileges, programs, and activities generally accorded or made available to students of the University.

## Freshman Admission

Typically, freshman students are admitted in September only. The applicant should have received the high school diploma from a recognized high school or preparatory school, and should have acquired no less than 15 units in college-preparatory studies. The *unit* is commonly understood as a measure of credit assigned for the successful completion of a high school course which meets four or five times each week throughout the year; *college-preparatory units* are those which are usually found in that curriculum of the high school which explicitly prepares for college.

No vocational, commercial, or industrial units are considered to be preparatory to the work of the liberal arts college. Candidates for admission must take units chosen from the following areas.

## BASIC REQUIREMENTS

English .....	4
Mathematics .....	3-4
(may include)	<ul style="list-style-type: none"> <li>-Algebra 1</li> <li>-Algebra 2</li> <li>-Geometry</li> <li>-Pre-calculus</li> <li>-Calculus</li> </ul>
Foreign Language .....	2-4
Laboratory Science .....	1-3
(may include)	<ul style="list-style-type: none"> <li>-Earth Science</li> <li>-Biology</li> <li>-Chemistry</li> <li>-Physics</li> </ul>
History .....	2-3

Candidates interested in mathematics, business and the sciences are urged to pursue a fourth unit of mathematics, preferably pre-calculus or calculus, and a third unit in the sciences. Candidates for nursing must have one laboratory course in chemistry.

In addition to the basic requirements, the applicant must present evidence to indicate interest in and competence for college studies. To that end he or she must submit the complete record of high school studies, together with other supporting materials as described in the admission application form. All applicants are also required to take the College Board Scholastic Aptitude Test (SAT I) or the American College Testing Program Assessment (ACT). The deadline for all Regular Decision applicants to have all application materials (application, high school transcript, SAT I or ACT scores, and recommendation) in the Admission Office is February 1\*. The University also strongly recommends that interested students come to campus for a personal interview with an admission counselor. Applicants should normally rank in the top 30 percent of their class, and all applicants are advised to take SAT II subject examinations for placement purposes only. The subject examinations suggested to be taken are English, mathematics, and a modern foreign language. Applicants interested in majoring in a particular science are advised to take the subject examination in that science in place of the modern foreign language examination. Candidates for the pre-medical and pre-dental programs preferably will take the chemistry examination. Candidates for the nursing program will take either the chemistry or biology examination. The same pattern will apply to those submitting scores from the American Testing Program (ACT).

Students who speak English as a second language must take the Test of English as a Foreign Language (TOEFL) regardless of their length of residence in the United States or their place of birth.

## Early Decision

Academically qualified students who have selected Fairfield as their first choice are strongly advised to pursue the option of Early Decision. Students who wish to be considered for Early Decision admission must have all application materials (application, high school transcript, SAT I or ACT scores, and recommendation) in the Admission Office by December 1. We consider it the responsibility of interested students to visit the campus prior to the December 1 application deadline, and an interview before that date is strongly recommended. Those students who are admitted under Early Decision

have an obligation to attend Fairfield and withdraw any applications to other colleges and universities. A special section appears on the application for Early Decision consideration. The applicant, his or her parent, and guidance counselor must sign the commitment form in this section.

*\*Students applying for merit scholarships are urged to apply by the priority date of December 1, although applications received after that date will also be considered.*

## Early Admission

Superior students who have completed a four-year high school program at the end of three years may apply for admission to the University.

## Wait List

Freshman applicants to Fairfield will receive one of three decision letters: admit, deny, or wait list offer. Wait list students who are serious in their intent to remain on the wait list are asked to return a card indicating their interest.

## Alumni Relatives

One of the strongest endorsements an educational institution can receive is to have alumni send their children to their alma mater. At Fairfield we believe that such candidates can contribute significantly to enhancing the tradition and the spirit that are an important part of a Fairfield education. In light of this, it is our policy to give special consideration to the sons and daughters of alumni who apply as well as to the brothers and sisters of current students and alumni.

## Transfer Admission

### Admission to Advanced Standing

The University welcomes qualified students for either first or second semester who wish to transfer to Fairfield from other accredited colleges. Students interested in transferring normally have accumulated at least 15 credits and have maintained at least a 2.5 average. To apply, the student must submit, in addition to the required application forms, a high school transcript, SAT I or ACT scores, college records, and a recommenda-

tion verifying that the student is in good standing and eligible to return to his or her former college.

Each candidate will be individually reviewed and a program determined according to his or her needs and accomplishment.

Every effort is made to accept transfer credit as a program rather than totaling single course credits, so that a student may be admitted to a specific year at Fairfield, e.g., accepted as a second semester sophomore or first semester junior. The core courses of Fairfield's program should be met, but appropriate adjustments will be made in the individual case.

Every transfer student is required to complete at least two years of full-time undergraduate study in order to receive a Fairfield University Bachelor's Degree.

Applications should be directed to the Admission Office. The application deadline for September admission is June 1; the application deadline for January admission is November 15.

## International Students

*Matriculating foreign students* must attend Fairfield University on a full-time basis (minimum of 12 credits per semester). Degree-seeking (freshmen or transfer) students should contact the Office of Admission.

To be eligible to attend Fairfield the student must:

- 1) Provide a complete and certified listing of all academic institutions attended, including dates of entry, grades, termination, and title of the certificate or diploma received. Include rank in class if available. These documents should be prepared in English or with an English translation.
- 2) Demonstrate proficiency in the English language. A score of 550 or higher on the Test of English as a Foreign Language (TOEFL) is the preferred documentation. Results from the SAT exam taken in English should also be submitted.
- 3) Prove sufficient financial support for the period of the student's stay at Fairfield, including tuition, room and board, and transportation.
- 4) Obtain an F-1 student visa (required for entry into the U.S. for the purpose of studying full-time at Fairfield) after receiving an I-20/IAP-66 from the university. The visa is issued by the U.S. Embassy or Consulate in one's own country.



*Nonmatriculated foreign students* may attend Fairfield University for a semester or academic year. All students must be enrolled on a full-time basis (minimum of 12 credits per semester). Such students are accepted into the academic programs at Fairfield and are treated as regular members of the student body. They are usually full-fee-paying students. Visiting foreign students should contact the Office of International Programs.

To be eligible to attend the university the student must:

- 1) Provide a complete and certified listing of all academic institutions attended, including dates of entry, and grades. These documents should be prepared in English or with English translation.
- 2) Demonstrate proficiency in the English language by scoring 550 or higher on the Test of English as a Foreign Language (TOEFL).
- 3) Prove sufficient financial support for the period of the student's stay at Fairfield, including tuition, room and board, and transportation.
- 4) Obtain an F-1 student visa (required for entry into the U.S. for the purpose of studying full-time at Fairfield) after receiving an I-20/IAP-66 from the university. The visa is issued by the U.S. Embassy or Consulate in one's own country.

## Expenses

### Tuition and Fees

**Application Fee** \$ 40  
(This fee is not refundable)

#### Tuition

All undergraduate students \$9,400  
Per semester payable on or before August 1 and January 1. An acceptance deposit (not refundable) of \$250.00 is paid on acceptance of the notice of admission; it is credited toward the semester's tuition.

#### Resident Student Fees:

Residence Halls and Meals \$3,617  
Townhouse (Room Only) 2,876  
Per semester payable on or before August 1 & January 1.  
Residence Hall Deposit \$150  
Townhouse Deposit 150  
Not refundable if reservation is voluntarily canceled.  
Refunded when graduating or leaving the school or University housing.

**General Fee** \$410  
Per year. This fee covers 24-hour infirmary services at the University Health Center, admission to all home athletic events, support of the Student Government activities, the student radio station operation, and unlimited access to the Internet and World Wide Web.

#### Special Fees

Orientation \$200  
Laboratory Fee (per course) 25  
Fine Arts Materials Fee (per course) 35  
Computer Science and Information Systems courses (per credit) 15  
Practice Teaching 25  
Extra course (per credit hour) 545  
Continuous Registration for Educational Leave (per semester) 100  
Change of Single Course 10  
Late Registration (\$10.00 per course) 50  
Automobile Registration Fee 60  
Returned Check Fee 20  
Commencement 90  
Academic Transcript 4  
Nursing student costs:  
Two uniforms and equipment (estimated) 150  
Student malpractice insurance 20  
Transportation to clinical experience is the responsibility of the student.



The trustees of the University reserve the right to change tuition rates and to make additional charges whenever they believe it to be necessary.

All checks are to be made payable to Fairfield University. The University reserves the right to make a finance charge computed by a periodic rate of 1% per month which is an annual rate of 12% on amounts past due 30 days or more and to add all costs of collection, including a reasonable sum for attorneys fees, or charge a one-time \$50 late fee per semester.

International students who are admitted must make known to the University the source of their financial support for their college education. They will be expected to make a deposit before a certificate of eligibility (I- 20) is issued.

The University makes available a monthly payment plan as well as federal, state and private loan programs. Brochures on the payment plan and the loan programs will be available to all students. Please contact the Office of the Bursar for additional information.

No degree will be conferred and no transcripts will be issued until all financial obligations to the University have been met.

## Institutional Refund Policy

Refunds as the result of official withdrawal through the University's Registrar Office will be made according to the following schedule. General and special fees are not refundable. For students receiving Title IV Federal Aid, please refer to the Financial Aid section of the catalog.

<i>Official Withdrawal Date</i>	<i>Refund</i>
first week	90%
second week	80%
third week	60%
fourth week	40%
fifth week	20%
sixth week	0%

*NOTE: All financial obligations to Fairfield University must be met prior to registration for follow-on semesters.*

# Financial Aid

## Financial Aid Policy

Fairfield University administers a comprehensive financial aid program offering assistance on the basis of need and merit, with funds derived from university, state and federal government, and private student aid programs. Need-based funds are distributed following a thorough analysis of a family's ability to pay for educational expenses. The amount of need-based assistance provided to a student will vary from year to year depending on the student's need and the availability of funds. Merit-based awards are made to academically talented students as entering freshmen and are generally renewed for their remaining three years of enrollment. Assistance funded by the University is credited toward tuition unless otherwise indicated. Renewal of any type of assistance is contingent on the recipient making satisfactory academic progress.

Students who demonstrate need will receive a "package" of assistance which may consist of grants, scholarships, student employment, and student loans. Although the university invests a significant amount of its own resources in its student aid programs, funds are limited; and it is usually not possible to meet a student's full need. In those instances where a family needs additional resources, the university will recommend a payment plan and a number of loan options.

Financial aid awards are usually made to prospective freshmen by the first week of April. All freshmen aid applicants will be notified of their eligibility by May 1. Upperclassmen who apply for financial aid will receive their award notifications beginning in June.

Fairfield University does not offer financial aid or scholarships to international students.

Staff members in the Office of Financial Aid are available throughout the year to answer questions and to provide assistance. The Office of Financial Aid is located in Bellarmine Hall, room 315, and may be reached by phone at (203) 254-4125.

## Application Procedures

To apply for financial aid, all new students must complete the Free Application for Federal Student Aid (FAFSA) and the PROFILE Form and must submit the forms to their respective processing centers by university deadlines. Prospective freshmen are required to complete the FAFSA and PROFILE Form by February 15; transfer students

and upperclassmen must apply by March 15. All first-time applicants must also submit complete, signed copies of their own and their parents' federal income tax returns from the preceding calendar year to the Office of Financial Aid by March 1. Other forms and documents may be requested of applicants depending on individual circumstances. Upperclassmen will be notified on an individual basis if additional documents and tax returns are required.

Early Decision candidates must complete the PROFILE Form and submit it for processing by November 1. Registration packets for the PROFILE Form may be obtained from the Office of Financial Aid. Early Decision candidates should submit the PROFILE registration form by October 15 to ensure that the PROFILE Form is available for processing by November 1. Students will receive a tentative award decision in early January. To finalize the award, students must later file the FAFSA by February 15 and must submit signed copies of tax returns by March 1.

## Renewal

Need-based awards of university grants and scholarships will be renewed provided that the recipient reapplies for aid by university deadlines and continues to demonstrate sufficient need. Awards may be increased or reduced depending on changes in a student's need. Renewal of awards of state and federal funds will depend on a student's continued eligibility and on the availability of funds.

Merit-based awards will be renewed at the same amount received as an entering freshmen. Merit awards are not available to transfer students or to upperclassmen who did not receive a merit award as freshmen. Renewal of any type of award is contingent on a student making satisfactory academic progress. Merit awards have minimum G.P.A. requirements for renewal.

## Academic Eligibility

For students to be eligible for financial aid, they must be in good academic standing and must make satisfactory academic progress towards a degree. Students are placed on academic probation when their grade point average (GPA) falls below minimum standards established by the university. (Specific requirements for good academic standing are described elsewhere in this catalog). Students placed on academic probation are considered eligible for aid. However, consecutive terms of probation may result in dismissal, at which time aid eligibility would be suspended. For the purposes of need-based financial aid eligibility, satisfactory academic progress is defined

as the successful completion of a minimum of 67% of the credit hours attempted. For Merit awards, students must meet the additional criteria of a cumulative G.P.A. of 3.0. Students who fail to successfully meet these requirements will not be eligible for any form of financial assistance until additional coursework is completed, and the minimum G.P.A. is attained. Students who have attempted at least 60 credit hours must maintain a 2.0 G.P.A.

Students who lose eligibility for financial aid as a result of academic deficiencies and later reestablish eligibility, are not guaranteed reinstatement of the same amount or type of assistance received previously. In those instances, eligibility for aid will be dependent on a variety of factors including demonstrated need, the timeliness of the application for financial aid and the availability of funds.

The university realizes that individual circumstances may affect a student's academic performance. Students who have not met the academic requirements for continued financial aid eligibility may make an appeal for reinstatement if mitigating circumstances exist. Appeals should be addressed to the Office of Financial Aid, Bellarmine Hall room 315.

## Estimate of Expenses

The student cost of attendance used in determining financial aid eligibility includes direct charges from the University as well as other expenses incurred by a student during the course of the academic year. For the 1998-99 academic year, the cost of attendance for a full time resident student is as follows:

Tuition & Fees	\$19,210
Room & Board	7,234
Books & Supplies	800
Transportation	1,000
Personal Expenses	1,200
<b>Total Resident Student Budget</b>	<b>\$29,444</b>

## Academic Failure

Those who are asked to withdraw from the University for academic failure will lose all entitlement to financial aid.

## Financial Aid Available

The following is a listing, brief description, and general award ranges of the financial aid programs available at Fairfield University.



## Scholarships and Grants-in-Aid

*University Fellows:* Merit-based tuition scholarships of \$10,000 are awarded through a competitive application process. Minimum G.P.A. and SAT/ACT levels are required for application to Fellows. All Fellows are eligible for a research stipend and use of a personal computer.

*Presidential Scholarships:* Merit-based tuition scholarships valued at \$8,500 each are awarded on the basis of academic excellence, without regard to financial need.

*Deans' Scholars:* Merit scholarships, valued at \$6,000 each, are awarded to entering students who have demonstrated outstanding academic achievement or leadership in a given discipline or art.

These merit awards are renewable annually, contingent upon satisfactory academic progress and a minimum G.P.A. of 3.0.

*Fairfield University Scholarships and Grants:* In addition to the scholarships listed above, a limited number of grants are awarded by the University. Their number and stipend depend upon the current status of revenues from which they are drawn. Demonstrated financial need as well as academic performance and potential are the criteria used in determining the recipients.

Brother/sister grants are available. For two siblings: \$100 per student per semester; for three siblings: \$200 per student per semester.

Most scholarships and grants-in-aid are packaged with other types of federal or state aid.

## Federal Grants

*Federal Pell Grants:* A federal entitlement program which provides grants of up to \$3,000 to eligible students who are pursuing their first baccalaureate degree.

*Federal Supplemental Educational Opportunity Grants:* Grants from federal funds are made available to students who demonstrate exceptional financial need. Funding for the program is very limited. Priority is given to Federal Pell Grant recipients.

## State Scholarships and Grants

All financial aid applicants are expected to investigate the opportunities that exist in their home state for direct scholarships or grants. Students should contact their state board or commission for higher education, or see their high school guidance counselor for information.

## Loans

*Federal Perkins Loans:* A campus-based Federal loan program for students with exceptional need. Recipients are selected by the university. No payments of principal or interest are required until after the borrower completes his or her education, at which time repayment at 5% interest is assessed. Repayment may extend up to ten years, depending on the amount borrowed. Funding for the program is very limited.

*Federal Stafford Loan Program:* Loans may be obtained from any participating lender. Up to \$2,625 per academic year for freshmen, \$3,500 per academic year for sophomore level students or \$5,500 per academic year for junior and senior level students may be borrowed. Repayment begins six months after graduation at which time interest is assessed. Families must file a Free Application for Federal Student Aid (FAFSA) before a Federal Stafford Loan can be processed. The FAFSA will determine if the student will be eligible for a subsidized loan (government pays interest while student is enrolled) or unsubsidized loan (student pays or allows interest to accrue while enrolled full-time).

*Federal Parent Loan Program:* A program of loans to parents of dependent undergraduate students. Through a bank, a parent may borrow up to the cost of education minus any financial aid received during any one academic year. Repayment begins 60 days after disbursement of the loan at a variable rate of interest.

*Family Education Loan Program:* Loans to assist families pay the cost of attending the University. Repayment of interest only begins approximately 60 days after money is disbursed at a fixed rate of 8.1%. Families may borrow from \$2,000 to \$20,000 per year depending on the cost of the school. For information contact the Connecticut Higher Education Supplemental Loan Authority 1-800-252-FELP (in Connecticut) or 1-203-561-2180 (from out of state).

*Alternate Financing Plans:* A variety of financing plans are available from lending institutions. The University also has an arrangement with Academic Management Services and offers a 10-payment plan for payment of educational expenses. Please contact the Office of Financial Aid or the Office of the Bursar for further information.

## Campus Employment

*Federal Work-Study Program:* Jobs on the campus, or off-campus in a community service organization, may be arranged for students demonstrating need. Where possible, the work assigned relates to the student's field of study.

**University Employment:** Students who are not eligible for participation in the Federal Work-Study Program, but who desire extra spending money, may obtain employment in the cafeteria, the bookstore, and several other campus locations.

## Named Scholarships

Through the generosity of individuals, corporations and foundations, a number of scholarships have been made available to students at the University. These gifts continue the rich tradition of philanthropy that characterizes American life, and it is through the donors' generosity that Fairfield is able to offer these scholarships. The University is pleased to be a beneficiary of that tradition and commitment.

Students applying for financial aid are considered automatically for the named scholarships listed here, which are administered by the Financial Aid Office in accordance with the wishes of the donors.

**Alumni Association Scholarship:** A scholarship awarded over four years to an incoming first year student in the undergraduate school who is the son or daughter of an alumnus/alumna of Fairfield University.

**Alumni Minority Scholarship:** A fund established with the proceeds from the annual Alumni Association Awards Dinner to meet the needs of minority students who are enrolled at Fairfield University and require financial assistance.

**Edward F. Bader '63 Minority Scholarship:** A scholarship funded in 1993 to assist minority students who demonstrate financial need and attain a minimal 3.0 GPA following their freshman year.

**Beiersdorf Nursing Scholarship:** An endowed scholarship established in 1986 by Beiersdorf, Inc. of Norwalk, Conn., to assist students in the School of Nursing.

**Carl and Dorothy Bennett Scholarship:** A fund established by Mr. and Mrs. Carl Bennett to provide annual scholarships for Fairfield University students on a financial need basis.

**Barbara M. Berchem Memorial Scholarship:** An endowed award established in 1988 by University trustee Robert M. Berchem '62, Esq., to honor the memory of his mother. This scholarship benefits a student from Milford, CT.

**John & Jane Bohnsack Scholarship:** A scholarship fund established in 1985, to be awarded on the basis of financial need and divided equally between a nursing student and a business student.

**Salvatore F. Bongiorno Scholarship:** Established in 1993 in memory of a beloved University faculty member who chaired the Biology Department, to assist minority biology majors (juniors and seniors) who plan further studies and careers in the Life Sciences.

**The Mr. and Mrs. Charles A. Bott Scholarship:** Established by Mrs. Charles A. Bott and the late Mr. Bott of Huntingdon Valley, Pa., the fund provides for assistance to students with financial need.

**John V. Brennan Scholarships:** A gift from John V. Brennan, president of U.S. Underwriters, Inc., and parent of Paul F. Brennan '89, provides scholarships to enable minority students to benefit from a Fairfield education.

**Marina Holder Brewster Memorial Scholarship Fund:** Established by Dr. and Mrs. John P. Sachs to give financial assistance to nursing students.

**Ned John Briggs Memorial Scholarship:** Established in 1989 by the estate of his mother, Kathryn V. Briggs, this endowed scholarship perpetuates the memory of Ned John Briggs, who attended Fairfield in 1965 and 1966. It is awarded on the basis of academic potential and need.

**Gladys Brooks Foundation Scholarship:** Created in 1986 to enhance Fairfield's ability to attract students of the highest quality. Recipients will be asked to assume a "moral obligation" to support the University after graduation by voluntary service and/or contributions. Criteria for scholarship recipients include secondary school class rank, scholastic aptitude test scores, extracurricular activities, and leadership potential.

**The Professor Frank F. Bukvic Scholarship:** Established in 1997, the scholarship honors the memory of Dr. Bukvic who taught German and German Literature in the University's Modern Languages Department for 35 years. The annual proceeds benefit a student with a major or minor in Modern Languages.

**Sophie Burger and Pauline Hagen Scholarship:** An endowed scholarship made possible by the generosity of Carl E. Hagen (Class of '65) through the Chipman Union Foundation to provide financial aid assistance to students in the School of Business.

**The Burger King Fellowship:** An endowed scholarship established by The Burger King Corporation to provide scholarships for minority students.

**Anna Cain Scholarship:** A fund to support students who demonstrate both financial need and strong academic qualifications. Established in 1978, the scholarship is a bequest of the late Anna Cain, an area educator who took many advanced courses at Fairfield.

**Margaret and Marjorie Campbell Scholarship:** A scholarship established to benefit a student whose life has been affected by alcohol or drugs.

**Teisha Capozzi O'Leary Scholarship:** Established in 1991 by her husband and family to honor the memory of this 1987 alumna. The endowed award benefits a computer science major, preferably a woman and a graduate of Notre Dame High School in Fairfield, who best exemplifies Teisha's "funny, loving, and irresistible personality."

**Chase Manhattan Scholarship:** An endowed scholarship fund which assists students on the basis of both need and academic promise. Current restrictions limit this award, which was established in response to a challenge grant from the Louis P. Calder Foundation, to New York City residents.

*Douglas E. Ciacci '65 Scholarship:* A fund established in 1985 in memory of this outstanding member of the Class of 1965. Proceeds provide scholarships to the Connecticut student-athletes who best demonstrate Doug's drive, compassion, courage, and leadership. Principal benefactors include J. Jeffrey Campbell '65 and the Pillsbury Company, in addition to members of Doug's class.

*The Ciola Scholarship Fund:* An endowed fund to provide scholarships annually for Catholic students with academic promise who have financial need.

*Citytrust Scholarship:* An endowed scholarship established in 1985 by Citytrust Bank to provide financial aid assistance to Fairfield University minority students.

*Class of 1983 Scholarship:* Established by members of Fairfield University's Class of 1983 at the time of their graduation to provide financial aid to future students.

*John A. and Edna Connaughton Scholarship:* An endowed scholarship established in 1986 in memory of Mr. and Mrs. Connaughton by Mrs. Connaughton's daughter, Mrs. Charles A. Bott of Huntingdon Valley, Pa. The fund will provide aid to students with financial need.

*Connecticut Post Scholarship:* Established by the Post Publishing Company of Bridgeport, Conn., to provide financial aid assistance to minority students.

*Dr. Robert F. Conti '51 Scholarship Fund:* An endowed scholarship established in 1994 to benefit students in the pre-medical program.

*Arsene Croteau Family Scholarship:* A fund to provide a scholarship to a student at Fairfield University majoring in French.

*William Cummings and Brothers Scholarship:* A scholarship fund established by Mary C. Cummings in January 1968. Income is to be granted to entering freshmen from the town of Fairfield.

*James and Denise Daly Nursing Scholarship:* An endowed fund created in 1991 by Mr. and Mrs. James J. Daly to provide financial aid to Fairfield University nursing students.

*David J. Dolan Memorial Scholarship Fund:* An endowed scholarship established by Mr. and Mrs. Charles F. Dolan, honoring the memories of Mr. Dolan's father and brother. Income will provide financial aid assistance to Fairfield University students.

*Dramatic Society Scholarship:* A scholarship awarded to a member or members of the Dramatic Society in return for assistance to the Director.

*E. & F. Construction Company Scholarship:* A scholarship funded by the E. & F. Construction Company to assist students attending Fairfield University.

*Rev. Anthony J. Eiardi, S.J., Scholarship Fund:* A fund created in 1986 by the estate of Dominic R. Eiardi, who left the bequest in honor of his brother, Father Eiardi, a retired member of the Fairfield University mathematics department faculty. The fund will provide scholarship opportunities for deserving undergraduate students.

*Helen T. Farrell Scholarship Fund:* A fund created in 1983 from the estate of Helen T. Farrell, who was a Westport, Conn., resident, to provide financial aid to undergraduate students.

*Mae B. Feracane Scholarship:* Established through a bequest from Mae, who was a secretary in the Psychology Department, to help needy and deserving students.

*Professor Thomas J. Fitzpatrick, Sr. Minority Accounting Scholarship:* A fund established by former Professor of Accounting Thomas J. Fitzpatrick, Sr. to assist a minority student majoring in Accounting in the School of Business.

*Nelson Fusari Memorial Scholarship Fund:* Established by Mr. and Mrs. Albert Fusari in 1981 in memory of their son Nelson (Class of '83) for the benefit of handicapped students.

*F.U.S.A. Scholarship:* An endowed scholarship established by the Fairfield University Student Association in 1985. Income will provide financial aid assistance to Fairfield University students.

*John P. Gahan Memorial Scholarship:* A fund donated by friends of the father of John P. Gahan (Class of '61). John was killed after completing one year of school.

*Dr. Edward E. Garcia '57 Scholarship Fund:* Established by Mr. Ronald F. Borelli '62, the scholarship honors the memory of Mr. Borelli's late brother in law and is restricted to benefit deserving and need based students studying in the natural sciences.

*Bernard A. Gilhuly, Jr. '52 Scholarship:* An endowed scholarship established by this alumnus and former trustee, to be awarded to students with demonstrated needs.

*Morton Globus Memorial Scholarship:* An endowed scholarship which will be awarded to a student majoring in finance in the School of Business, based on financial need and academic qualification.

*John T. Gorman, Jr. Scholarship:* Established by John T. Gorman, Jr. (Class of '54) in 1984 to provide undergraduate students with financial aid.

*Simon Harak/John P. Murray, S.J. Memorial Scholarship:* Created in 1976, this endowed scholarship provides annual financial aid assistance to members of the University Glee Club. Preference is given to students who are sons or daughters of Glee Club alumni.

*Cornelius A. Heeney Scholarship:* Created by the Brooklyn Benevolent Society, this scholarship assists students who reside in Brooklyn and who demonstrate financial need.

*William Randolph Hearst Scholarship:* An endowed scholarship fund established in 1986 by the William Randolph Hearst Foundation for School of Business students with financial need.

*Hoechst Celanese Minority Scholarship:* A fund created by Hoechst Celanese Corporation to assist minority students from New Jersey who are in the School of Business.

*Rev. William H. Hohmann, S.J., Memorial Scholarship:* A scholarship established by alumni and friends in memory of Father Hohmann, who was chairman of the University's economics department until his retirement. Father Hohmann died in 1983. The scholarship will be given to an economics major at Fairfield University on the basis of need.



*The Lorraine Hoxley Scholarship:* Established in memory of Lorraine Hoxley, '66 M.A., by her husband Paul Hoxley of Sun City, Ariz., the fund is used to assist needy students.

*Rev. Gerald F. Hutchinson, S.J. Scholarship:* Inaugurated by an anonymous donor to honor the memory of Fr. Hutchinson. The scholarship provides annual benefits to a student or students with demonstrated need majoring in chemistry.

*The Frank H. James Memorial Scholarship:* A bequest from the estate of Frank H. James, late president of the Hat Corporation of America, established a fund to provide to students who are residents of Fairfield County and have financial need.

*Jesuit Scholarship Fund:* An endowed fund established in 1983 by the Fairfield Jesuit Community to provide annual scholarships to Fairfield students on a financial need basis.

*The Keating Family Scholarship Fund:* A need-based, renewable scholarship for undergraduate students, established in 1991 by a bequest from the late Loretta M. Keating.

*Aloysius and Teresa Kelley Scholarship:* Established by a gift from Carmen A. Tortora on the occasion of the twenty-fifth anniversary of the ordination of the Rev. Aloysius P. Kelley, S.J., the proceeds from this fund will be available each year to assist an academically qualified and financially needy student at Fairfield University.

*The Abbas Khadjavi Memorial Scholarship:* A scholarship in honor of Dr. Khadjavi, a member of the Fairfield University faculty who died in 1983. Funded by family and friends, the scholarship will provide financial assistance to Fairfield students.

*Edward F. Kirik, Sr. Scholarship:* An endowed scholarship established in 1988 to benefit qualified Fairfield University students of Polish-American descent.

*John G. and Marie T. Kolakowski Scholarship:* Established in 1994 by the Kolakowski children in honor of their parents, both of whom taught in Fairfield University's Department of Modern Languages for many years. The award is restricted to foreign language majors who need financial assistance.

*Lt. William Koscher '67 Scholarship:* Awarded each year to a graduating senior, this scholarship was established by the parents of alumnus William Koscher, who died in a military training accident soon after his graduation.

*Vincent A. LaBella '61 Scholarship:* A permanent fund for the benefit of minority students. Established in 1996, the Scholarship is a bequest from the late Vincent A. LaBella, a member of the Class of 1961. Mr. LaBella, an attorney and judge, resided in Washington, D.C.

*Mary Louise Larrabee Fine Arts Scholarship:* An annual award underwritten by Mrs. Larrabee to benefit a Fine Arts major entering his or her senior year. The award is based on academic excellence, demonstrated need, service to the Fine Arts department, and potential for future achievement in the fine arts.

*Rev. Victor F. Leeber, S.J. Scholarship:* Established in 1992 by friends and family of Fr. Leeber on the occasion of his retirement from the University's faculty, the award benefits a deserving student who is a major or minor in Spanish.

*Thomas P. Legen '78 Memorial Scholarship:* Created in 1994 to provide an annual scholarship to a student from Bridgeport or the surrounding area who demonstrates financial need. Underwritten by contributions from People's Bank and Mr. Legen's friends and associates.

*Lawrence Lessing Scholarship:* This endowed scholarship benefits an individual with financial need. It was established in 1990 by Stephen Lessing '76 and other family members to honor his father.

*George A. and Grace L. Long Scholarship:* A scholarship fund given by the George A. and Grace L. Long Foundation for support of nursing students.

*Loyola/Aileen Thomann Memorial Scholarship:* Established in January 1992 by her family, this scholarship honors the memory of Aileen Thomann, a member of the Class of 1994 who was very involved in the music ministry at Egan Chapel and who died during her sophomore year. There are no restrictions other than financial need, although preference is given to a member of the Loyola Chapel Singers.

*Loyola Chapel Community Scholarship:* Established to provide financial aid assistance to a member of the junior or senior class at Fairfield University active in Campus Ministry activities.

*Donald S. Lupo Memorial Scholarship:* An endowed scholarship in honor of Donald S. Lupo, an alumnus of Fairfield University (Class of '62). The Fund, established by friends and associates at Merrill Lynch, will provide financial aid to students in need.

*Roger M. Lynch '63 Scholarship:* An endowed scholarship, established by Mr. Lynch, to be awarded to a full-time student in the School of Business who has demonstrated financial need, academic initiative, and the capacity to derive the most from his or her talents.

*Marketing Corporation of America Business School Scholarship:* An endowment fund created by Marketing Corporation of America, providing scholarship aid to worthy students in the Fairfield University School of Business.

*The Robert, Carrie and Edna McClenahan Scholarship:* An endowed scholarship awarded annually on the basis of need and scholastic ability to a student with a special interest in and an aptitude for the study of French language and culture.

*Rev. Thomas A. McGrath, S.J., Scholarship:* Established in 1986 by John Levery of Fairfield, Conn., and other friends. Father McGrath, who died in 1992, was a longtime professor of psychology, a greatly admired teacher, counselor, and priest. The scholarship is awarded on the basis of need.

*Elizabeth DeCamp McInerney Scholarship Fund:* A permanent scholarship established by The Ira W. DeCamp Foundation created under the will of Elizabeth DeCamp McInerney. The fund will provide financial assistance to qualified students for undergraduate study relating to the health sciences.

*Edward F. McPadden Memorial Scholarship:* A scholarship fund created by Anabel McPadden Davey in honor of her brother, Mr. McPadden.

*John C. Meditz '70 Scholarship:* This endowed scholarship was created by alumnus John C. Meditz and his mother, the late Clara Meditz. Established in response to a challenge grant from the Louis P. Calder Foundation, the scholarship requires residency in one of New York's five boroughs.

*Merrill Lynch & Co. Foundation, Inc. Scholarship:* An endowed scholarship established by Merrill Lynch & Co. Foundation, Inc. to provide financial support for minority students.

*Merritt 7 Corporate Park Scholarship:* An endowed scholarship funded by the First Merritt Seven Corporation to provide financial assistance to Fairfield students.

*Charles J. Merritt Jr. and Virginia B. Merritt Scholarship Fund:* Established from the estate of Virginia B. Merritt in 1998. This scholarship fund will assist deserving students who exhibit high academic performance or promise. Mrs. Merritt served as personal secretary to three Fairfield University presidents.

*St. Michael the Archangel Scholarship:* Established in 1988 by an anonymous donor, this endowed scholarship benefits an undergraduate who demonstrates financial need. Preference is given to Bridgeport and Fairfield residents.

*William T. Morris Memorial Scholarship Fund:* A scholarship fund established to provide financial assistance to needy students attending Fairfield University.

*Elizabeth K. Murphy Scholarship:* This scholarship established by Robert J. Murphy, Jr. '71 in memory of his mother. The student recipient, selected in concert by the Financial Aid Office and Student Services Division, benefits a student who distinguishes him or herself in the service of fellow students.

*New York State Governor's Scholarship:* Financial aid is provided to students who are residents of New York State, are previous recipients of awards from the Governor's Committee on Scholastic Achievement, and who have applied for financial aid.

*Jamie and Laura O'Brien Scholarship:* A scholarship fund established in 1986 by William O'Brien of Enfield, Conn., James O'Brien of Fairfield, Conn., and Richard O'Brien of Ashland, N.H., and other family members and friends to honor two young retarded members of the O'Brien family. Restricted to students who have financial need, are academically qualified for Fairfield University, and who are immediate members of a family with a retarded child.

*The O'Meara/Foster Scholarship Fund:* Established in 1996 by B. Maxwell O'Meara '52 to benefit an upperclassman with demonstrated need and strong academic standing matriculating in the College of Arts and Sciences.

*The Rev. W. Laurence O'Neill, S.J. Scholarships:* Established by TransAmerican Natural Gas Corporation in honor of the longtime counselor and Dean of Students, these awards are made to students who demonstrate financial need. Seventy-five percent of the awards go to Hispanic students with a preference given to Mexican-Americans.

*Gia Orlando Memorial Scholarship:* A fund established in 1985 by Carl Orlando '64 in memory of his daughter. Restricted to a senior or seniors who perform to the best of their abilities

academically and who demonstrate a spirit of generosity and unselfish caring reminiscent of Gia Orlando.

*Lawrence F. O'Shea '56 Scholarship:* An endowed scholarship established in 1988 by Mr. O'Shea to assist students with demonstrated financial need.

*Howard T. Owens, Sr., Scholarship:* An endowed scholarship fund created in 1986 by family members and friends of Mr. Owens, who received an honorary doctor of laws degree in 1967 from Fairfield University. Restricted to students in need of financial assistance.

*The Robert M. Owens Memorial Fund:* Established in 1998 by the family and friends of the late Mr. Owens. As the University's attorney for over 25 years, Mr. Owens was integrally involved in University affairs and his wisdom and devotion contributed mightily to Fairfield's evolution. The Fund provides scholarship support to a student with demonstrated need.

*Pace-Barone Scholarship:* This award, a full-tuition scholarship, benefits a minority student each year who has graduated from either Bassick or Harding High School in Bridgeport, Conn. It was established in 1987 by Rose Marie Pace Barone, who taught business in Bridgeport high schools for 25 years.

*People's Bank Scholarship:* Awarded to minority students from the greater Bridgeport area, this scholarship was established by the bank in 1987.

*John G. Petti, III Scholarship:* Established by John G. Petti, III '83 in 1997 to underwrite full tuition for a commuter student in the School of Business with financial need.

*Elizabeth M. Pfriem Scholarship:* A scholarship created in 1989 by Mrs. Pfriem, former president of the Bridgeport Post Publishing Company, to provide assistance to Fairfield University minority students.

*J. Gerald Phelan Scholarship:* Donated by J. Gerald Phelan in 1964 for a scholarship fund.

*Phi Kappa Theta Memorial Fund:* A scholarship established in 1980 with funds generously provided by alumni members of Phi Kappa Theta Fraternity in memory of Fraternity member David Caisse '71. Preference for this annual scholarship is given to a physically disabled student.

*Joseph A. Pollicino/CIT Group Scholarship:* Restricted to students in the School of Business, this scholarship was established by the CIT Foundation in 1987 to honor Mr. Pollicino, who is Vice Chairman, CIT Group Holdings, and the fund has since been supplemented by gifts from Mr. Pollicino. He is the father of John Pollicino, Class of 1982, and Kerry Pollicino, Class of 1988.

*Pope Foundation Scholarship:* An endowed scholarship to assist students with demonstrated financial need.

*Pope Foundation/New York Scholarship Fund:* An endowed scholarship to assist students with demonstrated financial need.

*Thomas Puglise Honorary Scholarship:* An endowed fund established in 1993 to honor Mr. Puglise's many years of years of teaching at Stratford High School. The fund assists needy students entering Fairfield from Stratford High School.



*Mary B. Radwick Scholarship:* A fund created from the estate of Mary B. Radwick to provide financial assistance to students.

*Casper A. Scalzi Scholarship Fund:* Established in 1998 to assist needy students.

*Paul Scolaro Memorial Scholarship Fund:* A fund established by family, alumni, and friends in memory of Paul J. Scolaro (Class of '78). This award is given annually to a modern languages major at the recommendation of the department. Academic achievement, financial need, and University community involvement are the basis for the award.

*Rev. Bernard M. Scully, S.J. Memorial Scholarship:* Established in 1996 on the tenth anniversary of Fr. Scully's death. It has been underwritten by parishioners and friends at St. Agnes Church in Greenwich, CT where Fr. Scully served as a pastoral assistant. Fr. Scully also taught mathematics at Fairfield from 1960 through 1985.

*Donna Rosanne Carpenter-Sederquest Memorial Scholarship Fund:* An endowed fund established by family members and friends in memory of Donna Carpenter-Sederquest, who attended Fairfield University. Restricted to communication arts and English majors in the top ten percent of their high school classes, with preference given to students with financial need who are graduates of Fairfield High School or reside in Fairfield County. The scholarship is dedicated to the perpetuation of the academic, professional, and personal excellence Donna so well embodied.

*Isabelle C. Shea Nursing Scholarship:* An endowed fund established in 1984 by the George A. Long and Grace L. Long Foundation to honor the memory of Mrs. Shea, a long-time friend of Fairfield University. Income will provide financial aid assistance to Fairfield University nursing students.

*James D. Small '70 Scholarship:* Established in 1990 by the family and friends of this alumnus who had forged a successful career in banking and died at age of 42. Preference goes to students with financial need, who have a parent working in the banking industry.

*John J. Sullivan Scholarship:* A fund established by friends of John J. Sullivan, first selectman of the Town of Fairfield, Conn., from 1959 to 1983, for a scholarship to be given to a politics major.

*Surdna Foundation Scholarship:* An endowed fund established in 1985 to underwrite scholarships for the benefit of minority students.

*Kathleen Nolan Tavino '80 Nursing Scholarship:* Established in 1997 by family, friends and alumni to honor the memory of this 1980 alumna. This endowed award is a special memorial scholarship to assist in the area of financial aid for undergraduate nursing students. This scholarship is intended to benefit today's nursing students whose hopes and ambitions reflect the values that inspired Kathleen Nolan Tavino's life and work.

*Robert A. Torello '56 Scholarship:* This fund provides an award to an incoming freshman with one or both parents deceased. The fund is supplemented by proceeds from the Robert A.

Torello Annual Memorial Scholarship Golf Tournament held in Orange, Conn.

*Daniel P. and Grace I. Tully Scholarship Fund:* Established in 1997 by the Merrill Lynch Foundation, this endowed scholarships fund will help meet the financial aid needs of a Fairfield student majoring in economics.

*UST Scholarship:* A scholarship for minority and women students whose academic promise and outside interests mark them as highly motivated candidates. Participants will also have the opportunity to compete for paid summer internships.

*Alice Lynch Vincent Scholarship Fund:* Created by Francis T. "Fay" Vincent to assist qualified students who have financial need.

*Mr. and Mrs. Leo J. Waters Scholarship Fund:* A scholarship fund established by Mr. and Mrs. Waters to provide financial assistance to Fairfield University students.

## Federal Refund Policy

In accordance with the Department of Education regulations dated November 29, 1994, this federal refund policy is in effect for students receiving Title IV Federal Aid.

<i>Withdrawal Date</i>	<i>Refund</i>
on or before 1st day of classes	100%
up to 1st 10% of semester	90%
between 11% and 25% of semester	50%
between 25% and 50% of semester	25%
beyond 50% of semester	0%

For students receiving Title IV Federal Aid and in their first semester of study, the federally required pro-rata refund formula is used. The pro-rata refund is applicable for such students who withdraw up to the ninth week of the semester.

Repayment of refunds to Title IV Federal programs will be made in the following order:

- 1) Federal SLS loans
- 2) unsubsidized Federal Stafford loans
- 3) subsidized Federal Stafford loans
- 4) Federal PLUS loans
- 5) Federal Perkins loans
- 6) Federal Pell Grants
- 7) Federal SEOG

## Further Information

For further information about financial aid at Fairfield University, please call or write to: Financial Aid Office, (203) 254-4125, OR the Office of the Bursar, (203) 254-4000 ext. 2165, Fairfield University, Fairfield, Connecticut 06430-5195.



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Henry E. Allinger	1989	Julia M. Johnston	1996
<i>Assistant Professor of Accounting</i>		<i>Associate Professor of Philosophy</i>	
John A. Barone	1992	Victor Leeber, S.J.	1992
<i>Professor of Chemistry and Provost</i>		<i>Professor of Modern Languages and Literatures</i>	
George B. Baehr, Jr.	1990	Donald D. Lynch, S.J.	1998
<i>Assistant Professor of History</i>		<i>Assistant Professor of English</i>	
Daniel S. Buczek	1990	Matthew J. McCarthy	1986
<i>Professor of History</i>		<i>Professor of History</i>	
Vincent M. Burns, S.J.	1993	Gerard B. McDonald	1981
<i>Associate Professor of Religious Studies</i>		<i>Professor of Modern Languages and Literatures</i>	
Augustine J. Caffrey	1985	James H. McElaney	1993
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Albert A. Cardoni, S.J.	1997	Joan Mohr	1995
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William F. Carr, S.J.	1995	Vincent M. Murphy	1990
<i>Assistant Professor of Philosophy</i>		<i>Associate Professor of Psychology</i>	
Salvatore A. Carrano	1980	Jiri Nedela	1998
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Marguerite R. Carroll	1988	Stephen J. O'Brien	1985
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Sarma Gullapalli, Ph.D., *Electrical Engineering*  
Evangelos Hadjimichael, Ph.D., *Dean*  
Joseph Hajla, B.S., *Senior Staff Associate*  
Karen F. Hills, Ph.D., *Information Systems*  
Harvey Hoffman, Ed.D., *Electrical Engineering*  
Jay Hoffman, M.S., *Mechanical Engineering*  
David H. Hunter, M.S., *Mechanical Engineering*  
Christopher L. Huntley, Ph.D., *Information Systems*  
Abdul Hye, Ph.D., *Electrical Engineering*  
William Janeff, Ph.D., *Electrical Engineering*  
Edward G. Keplinger, B.S., *Electrical Engineering*  
Neil E. Krebs, Ph.D., *Mechanical Engineering*  
Walter J. Kulpa, M.S., *Mechanical Engineering*  
Albert Madwed, Sc.D., *Mechanical Engineering*  
William Medalis, B.S., *Engineering Graphics*  
Terry Medlin, M.S., *Information Systems*  
Frederick Mis, Ph.D., *Information Systems*  
Dean Muccio, M.S., *Engineering Graphics*  
Tapa K. Mukherji, Ph.D., *Materials Science*  
Marvin J. Parnes, M.S., *Mechanical Engineering*  
Clement Pizzo, E.E.D., *Electrical Engineering*  
John Porter, M.B.A., *Client Server Technology*  
Rama Ramachandran, M.S., *Information Systems*  
Mark Ramsey, M.S., *Computer and Information Systems*  
R. Wayne Raulerson, B.S., *Computer Science*  
Lawrence J. Reed, B.S., *Electrical Engineering*  
Felice P. Rizzom B.S., *Engineering Graphics Program*  
Richard Siddall, M.S., *Information Systems*  
Mark Souza, M.S., *Information Systems*  
Richard G. Weber, Ph.D., *Mechanical Engineering*  
Earl E. Whiskeyman, Jr., M.B.A., *Information Systems*  
George Wildridgem, B.S., *Information Systems*  
Robert M. Wojna, B.S., *Engineering Materials*  
Drew Auth, B.S., *Engineering*  
Brian J. Cassidy, B.A., *Engineering*  
William L. Castelot, B.S., *Engineering*  
John E. David, Ph.D., *Engineering*  
Daniel F. Dlugos, B.S., *Engineering*  
Ralph Langanke, M.B.A., *Engineering*  
Gareth Thomas, M.B.A., *Engineering*  
Thomas G. Westbrook, M.S., *Engineering*



## Special Faculty Advisors

### **Advisor to Pre-Dental Students**

Dr. Phyllis C. Braun

### **Advisor to Pre-Medical Students**

Dr. Donald J. Ross

### **Health Sciences Committee**

Dr. Orin L. Grossman

Rev. Donald Lynch, S.J.

Dr. Joseph MacDonnell, S.J.

Dr. Victor J. Newton

Dr. Edmond O'Connell

Dr. Donald J. Ross

Dr. W. Ronald Salafia

### **Advisors to Pre-Legal Students**

Dr. Alan N. Katz

Dr. Helene Johns

### **Advisors for Study Abroad**

Dr. Beverly Kahn, *coordinator, Arts & Sciences*

Dr. Walter Ryba, *coordinator, Business*

Ms. Theresa Quell, *coordinator, Nursing*

### **Advisors for Graduate Studies in Arts and Sciences**

Dr. Beverly Kahn, *coordinator*

Dr. Gary H. Weddle, *Natural Sciences*

Dr. Philip J. Lane, *Humanities and Social Sciences*

### **Advisor for Graduate Studies in Business**

Dr. Cheryl L. Tromley

Dr. Oscar W. Jensen

### **Advisors for Fulbright Scholarships**

Dr. Beverly Kahn, *coordinator*

Dr. Ralph Coury

Dr. Edward M. Dew

Dr. Sharlene McEvoy

Dr. Laurence Miners

Dr. Eugene Murphy

### **Advisors for Education Certification**

Dr. Anthony Costa, *coordinator, Education*

Dr. Arthur Anderson, *advisor, Sociology*

Dr. Joseph Boggio, *advisor, Chemistry*

Dr. Richard DeAngelis, *advisor, History*

Dr. Betsy Bowen, *advisor, English*

Dr. Donald Greenberg, *advisor, Politics*

Dr. Joseph MacDonnell, S.J., *advisor, Mathematics*

Dr. Victor Newton, *advisor, Physics*

Dr. Raymond Poincelot, *advisor, Biology*

Dr. Marie-Agnes Sourieau, *advisor,  
Modern Languages and Literatures*



**Fellows Scholars**

David A. Abbate, <i>St. Ignatius H.S., OH</i>	2002
Stephanie L. Arapian, <i>Saint Johns College H.S., DC</i>	2001
Christina M. Brasser, <i>Our Lady of Mercy H.S., NY</i>	2002
Matthew R. Burns, <i>Niskayuna H.S., NY</i>	2002
Margaret A. Crowley, <i>Glenbrook South H.S., IL</i>	2001
Courtney A. Darts, <i>John S. Burke Catholic H.S., NY</i>	2001
Marissa L. De Siena, <i>Greece Athena H.S., NY</i>	2001
Lauren M. Doyle, <i>Windham H.S., CT</i>	2001
Lara M. Eckler, <i>Rogers H.S., RI</i>	2002
Lauren E. Ferrante, <i>Pine Bush Central H.S., NY</i>	2002
Rocco Guerrera, <i>Sacred Heart H.S., CT</i>	2001
Renee M. Jacques, <i>Woodlands Academy, IL</i>	2001
Margaret K. Maus, <i>Sacred Heart Academy, NY</i>	2001
Kimberly B. McDermott, <i>Dobbs Ferry H.S., NY</i>	2002
Christopher W. McGowan, <i>Susquehanna Valley H.S., NY</i>	2002
Maria N. Metzler, <i>Carondelet H.S., CA</i>	2002
Gerard F. Miles, <i>Loyola Blakefield H.S., MD</i>	2002
Anna Motoszko, <i>Stamford H.S., CT</i>	2001
Kevin D. Passalacqua, <i>Bellarmino College H.S., CA</i>	2001
Robert M. Porto, <i>North Haven H.S., CT</i>	2001
Chad W. Puclowski, <i>Xaverian Brothers H.S., MA</i>	2002

**Class****Fellows Scholars**

Megan M. Quinn, <i>Saint Francis H.S., CA</i>	2002
Daniel M. Record, <i>Cromwell H.S., CT</i>	2001
Erik G. Stilp, <i>Marquette University H.S., WI</i>	2001
Christian J. Tynan, <i>Archbishop Molloy H.S., NY</i>	2001
Suzanne M. Uzzilia, <i>Cairo-Durham H.S., NY</i>	2001
Jennifer M. Vittorio, <i>Sanford H. Calhoun H.S., NY</i>	2001
Aimee V. Wagner, <i>Mahwah H.S., NJ</i>	2002
Angela Weston, <i>Orville H. Platt H.S., CT</i>	2002
Michael J. Zielinski, <i>Seymour H.S., CT</i>	2002

**Class**

**Presidential Scholars****Class**

Stephanie M. Altis, <i>Pequanock Township H.S., NJ</i>	1999
Dana M. Ambrosini, <i>Stratford H.S., CT</i>	1999
Michael P. Angelucci, <i>Pequanock Township H.S., NJ</i>	1999
Emily L. Antosh, <i>Brookfield H.S., CT</i>	2000
James P. Araujo, <i>Shoreham-Wading River H.S., NY</i>	1999
Shannon L. Ballard, <i>Hartford H.S., VT</i>	2001
Erica A. Barrett, <i>Otter Valley Union, VT</i>	2000
Laura A. Bellias, <i>Morristown H.S., NJ</i>	2001
Marcel Y. Blais, <i>St. Mary H.S., MA</i>	1999
Allison Blase, <i>Masuk H.S., CT</i>	2002
Jodi A. Bolognese, <i>Woodbridge H.S., NJ</i>	2002
Rachel C. Borek, <i>Mount St. Joseph Academy, PA</i>	1999
Stephen J. Boyle, <i>East Hartford H.S., CT</i>	2002
Elise J. Branca, <i>Riverhead H.S., NY</i>	2001
Kelly Brennan, <i>Bethpage H.S., NY</i>	1999
James R. Britton, <i>Christian Brothers Academy, NJ</i>	2002
Erin B. Burgess, <i>Our Lady of Nazareth, MA</i>	1999
Mary E. Conk, <i>Nanuet Senior H.S., NY</i>	1999
Jennifer M. Cooper, <i>Louisville H.S., CA</i>	2001
Cynthia T. Cota, <i>Cromwell H.S., CT</i>	2002
Thomas F. Courtney, <i>Christian Brothers Academy, NJ</i>	1999

**Presidential Scholars****Class**

Thomas D. Cusumano, <i>Saint Francis Preparatory, NY</i>	2002
Kevin J. Dasher, <i>Wichita Falls H.S., TX</i>	1999
Matthew P. Day, <i>Regis H.S., NY</i>	2000
Louis R. DeFrancisco, <i>Lansdale Catholic H.S., PA</i>	1999
Lawrence J. Dunn, <i>Southington H.S., CT</i>	2000
David J. Dzurec, <i>John Bapst Memorial H.S., ME</i>	1999
Michael D. England, <i>Wolcott H.S., CT</i>	2000
Christopher J. Faricelli, <i>Bishop Eustace H.S., NJ</i>	2000
Michael M. Franz, <i>Central Catholic H.S., MA</i>	1999
James W. Gale, <i>Avon Old Farms, CT</i>	1999
Matthew A. Geary, <i>Crosby H.S., CT</i>	2000
Paul C. Genereux, <i>Monsignor Farrell H.S., NY</i>	2001
Jonathan Gosnell, <i>Hightstown H.S., NJ</i>	2002
Michelle V. Gunning, <i>Haldane H.S., NY</i>	1999
Annalise Horsken, <i>Saint Thomas Aquinas, NH</i>	2000
Peter P. Jakubowski, <i>Kolbe-Cathedral H.S., CT</i>	2001
Todd M. Kaylor, <i>Longmeadow H.S., MA</i>	1999
Christine A. Kelleher, <i>John S. Burke Catholic H.S., NY</i>	1999
Christopher J. Kenworthy, <i>Jonathan Law H.S., CT</i>	1999
Leah J. King, <i>Spotswood H.S., VA</i>	1999
Dana A. Kurttila, <i>Stillwater Area Sr. H.S., MN</i>	2002



**Presidential Scholars****Class**

Alyson A. Laabs, <i>Sacred Heart-Griffin H.S., IL</i>	1999
Jill M. LaBanca, <i>Choate Rosemary Hall, CT</i>	2002
Victoria A. Lacqua, <i>Fontbonne Hall Academy, NY</i>	2002
Michael J. LaMassa, <i>Cardinal Spellman H.S., NY</i>	1999
Bryan P. Lemieux, <i>Bishop Strang H.S., MA</i>	1999
Marion M. Linsao, <i>LaSalle Academy, RI</i>	1999
Danielle M. Liubicich, <i>Canterbury School, CT</i>	2000
Megan C. LiVolsi, <i>Immaculate H.S., CT</i>	2001
Suzanne M. Logan, <i>Mundelein H.S., IL</i>	2000
David M. Lopez, <i>Saint Joseph by the Sea H.S., NY</i>	2002
Matthew T. Martino, <i>Austin Prep H.S., MA</i>	1999
Brian J. Mello, <i>Bristol Eastern H.S., CT</i>	1999
Joshua P. Miller, <i>Notre Dame H.S., CT</i>	1999
Lisa M. Millman, <i>Ursaline School, NY</i>	2002
Kristin M. Mosca, <i>Eastchester H.S., NY</i>	2001
Jeremy S. Nicholson, <i>Saint Joseph Cntr, MA</i>	2000
Kimberly D. Parro, <i>Saint Ignatius H.S., IL</i>	1999
Chad D. Peddicord, <i>Loyola Blakefield H.S., MD</i>	1999
Andrea E. Pelano, <i>Morristown-Beard H.S., NJ</i>	1999
Erica E. Perez, <i>Bayley-Ellard Regional, NJ</i>	2000
Leslie T. Pusateri, <i>Masuk H.S., CT</i>	2001

**Presidential Scholars****Class**

Kristen A. Record, <i>Cromwell H.S., CT</i>	1999
Sean F. Reid, <i>Paramus Catholic H.S., NJ</i>	1999
Lucy P. Rodrigues, <i>Naugatuck H.S., CT</i>	2001
Kimberly N. Scobie, <i>Holy Trinity H.S., NY</i>	2002
Renata L. Sellitti, <i>Bethlehem H.S., NY</i>	2002
Nancy S. Sequeira, <i>John F. Kennedy H.S., CT</i>	2002
Patrick D. Skuret, <i>Hopkins School, CT</i>	2001
Gregory R. Slater, <i>Archbishop Stepin, NY</i>	2000
Liana J. Stanley, <i>North Haven H.S., CT</i>	1999
Patricia D. Stanley, <i>Contoocook Valley H.S., NH</i>	1999
Robert J. Stano, <i>Olathe East H.S., KS</i>	2000
Correy E. Stephenson, <i>Jesuit H.S., OR</i>	2000
Meridith A. Taylor, <i>New Milford H.S., CT</i>	2000
Donald A. Telesca, <i>Sacred Heart H.S., CT</i>	2001
Jamie M. Testagrossa, <i>Farmingdale H.S., NY</i>	2000
Joseph M. Tiburzi, <i>Calvert Hall College H.S., MD</i>	1999
Megan Uhr, <i>Walt Whitman H.S., NY</i>	2002
Merry Uk, <i>Fairfield H.S., CT</i>	2002
Dianne E. Wallace, <i>Morris Catholic H.S., NJ</i>	2001
Mark A. Weldon, <i>Interboro H.S., PA</i>	2002
Lisa M. Whitman, <i>Loretto H.S., CA</i>	2002
Kathleen A. Wynne, <i>Shoreham-Wading Regional H.S., NY</i>	1999



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# 1998-1999 Academic Calendar

College of Arts and Sciences / School of Business / School of Nursing

## 1998

Sunday-Tuesday .....	September 6-8 .....	Freshman welcome/transfer orientation
Monday .....	September 7 .....	All other students arrive
Wednesday .....	September 9 .....	Classes for all undergraduates
Friday-Monday .....	October 9-12 .....	Holiday — Columbus Day
Wednesday .....	November 25 .....	Thanksgiving recess begins at end of last period
Monday .....	November 30 .....	Classes resume
Friday .....	December 11 .....	Last day of class
Sunday & Sunday .....	December 13, 20 .....	Reading Days
Saturday-Monday .....	December 12-21 .....	Final Exams (including Saturday)

## 1999

Monday .....	January 18 .....	Holiday — Martin Luther King Day
Wednesday .....	January 20 .....	Second semester begins
Monday .....	February 15 .....	Holiday — President's Day
Monday/Friday .....	March 8-12 .....	Spring Recess
Thursday-Monday .....	April 1-5 .....	Easter Recess
Tuesday .....	May 4 .....	Last day of classes
(*Note: Monday classes will meet to make up for Monday holidays)		
Wednesday, Sunday .....	May 5, 9 .....	Reading Days
Thursday-Friday .....	May 6-14 .....	Final Exams (including Saturday)
Sunday .....	May 23 .....	Commencement

## Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

- (1) The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

- (2) The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- (3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by Fairfield University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
600 Independence Avenue, SW  
Washington, DC 20202-4605







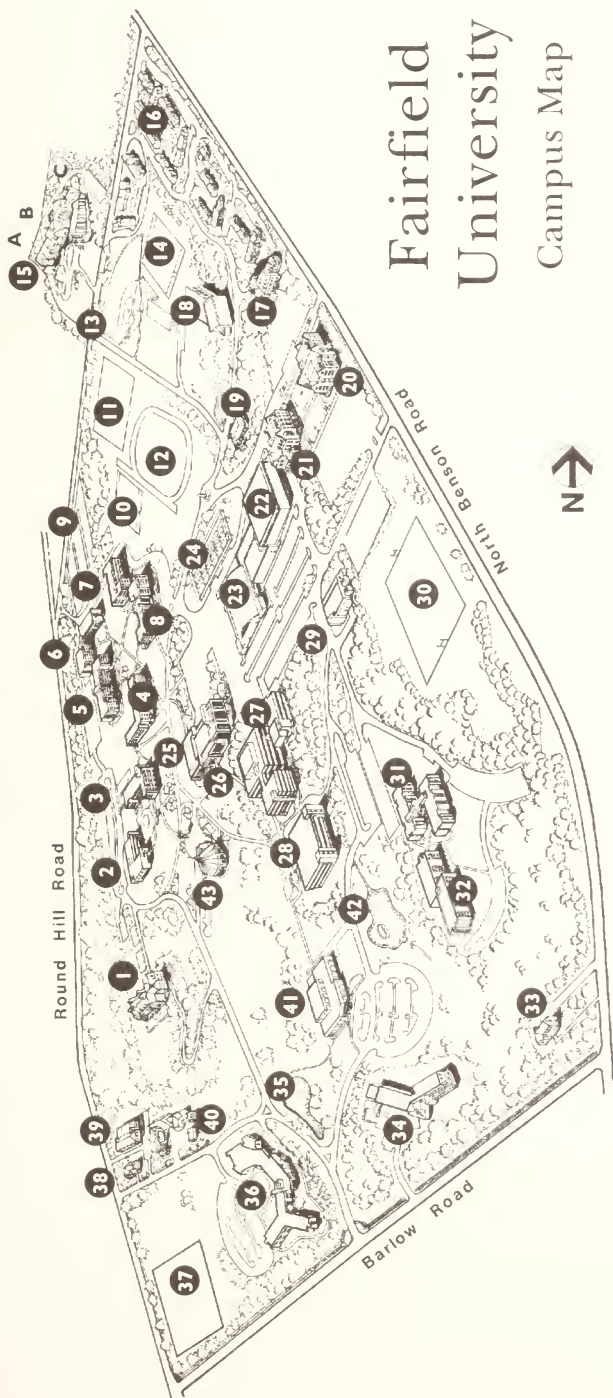












# Fairfield University

## Campus Map

1. Bellarmine Hall
2. Donnarumma Hall
3. Canisius Hall
4. Gonzaga Hall
5. Regis Hall
6. Jagues Hall
7. Campion Hall
8. Loyola Hall
9. Basketball Courts
10. Playing Field
11. Intramural Field
12. Varsity Field

13. Baseball Field
14. Alumni Field
15. Dolan Campus
  - A. John C. Dolan Hall
  - B. David J. Dolan House
  - C. Thomas F. Dolan Commons
16. Student Town House Complex
17. McAuliffe Hall
18. Athletic Center
19. The Levee
20. Xavier Hall
21. Berchmans Hall

22. Recreational Complex
23. Alumni Hall - Gymnasium
24. Tennis Courts
25. Barone Campus Center
26. Barrow Science Center
27. School of Nursing
28. Nysellus Library
29. Central Utility Facility
30. Grauert Field
31. Koska Hall
32. Claver Hall
33. Jesuit Residence - St. Robert

34. Jesuit Residence - St. Ignatius
35. Bellarmine Pond
36. School of Business
37. Barlow Field
38. Southwell Hall
39. PepsiCo Theatre
40. Maintenance
41. Regina A. Quick Center for the Arts
42. Hopkins Pond
43. Egan Chapel of St. Ignatius
- Loyola and Pedro Arrupe, S.J. Campus Ministry Center

### DIRECTIONS - TO REACH FAIRFIELD UNIVERSITY:

- From New York via Connecticut Turnpike (I-95). Take Exit 22. Turn left onto Round Hill Road.
- From New Haven via Connecticut Turnpike (I-95). Take Exit 22. Turn right onto North Benson Road (Rt. 135).
- From New York or New Haven via Merritt Parkway (Rt. 15). Take Exit 44, turn left onto Black Rock Turnpike; proceed 2 miles to Stillson Road (Rt. 135) and turn right. Bear left onto North Benson Road to the entrance.



F A I R *f* I E L D  
U N I V E R S I T Y

College of Arts and Sciences • School of Business • School of Nursing • School of Engineering  
North Benson Road  
Fairfield, CT  
06430-5195

Phone: (203) 254-4000 ext. 2778 • Fax: (203) 254-4101  
Web site: <http://www.fairfield.edu>